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ABSTRACT

This unit, one of six which comprise the Fair Play program, allows middle school students to compare and analyze male and female language. The Fair Play program is a series of student and teacher materials the purpose of which is to help students expand their female or male self-concepts, increase their decision-making skills, and improve their academic achievement by changing their stereotypic attitudes toward particular content areas. This teaching guide includes a brief description of the total program, an overview of the content of this unit, recommendations for instructional approaches, descriptions of program materials, a bibliography of print and audiovisual resources, and tips for small-group management. The bulk of the guide consists of the student guide which contains 20 lessons organized into four parts: (1) basic principles of language and its effects on people; (2) differential treatment of males and females in written language; (3) examination of verbal and nonverbal communication of males and females; and (4) practice in making personal and group decisions. Detailed annotations are provided to aid the teacher in planning and presenting each lesson. The final section provides a unit performance test with answer key. (DC)

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Fair Play: Developing Self-Concept
and Decision-Making Skills
in the Middle School

Decisions about Language

Teacher's Guide

Byron G. Massialas
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Women's Educational Equity Act Program
U.S. Department of Education
T. H. Bell, Secretary

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Preface

Cultural beliefs and attitudes about what it means to be female or male influence all of us. Recently, beliefs about what females can and should do have been changing. Beliefs about male roles are changing too. Students need an opportunity to examine themselves in a new light—and make decisions about their lives.

This program, Fair Play: Developing Self-Concept and Decision-Making Skills in the Middle School, has two main purposes: to expand each student's female or male self-concept, and to increase each student's decision-making capabilities. Because of the recent emphasis on teaching basic skills in the schools, a third focus of the program is to improve students' academic abilities and skills. Specifically, the program goals are as follows:

- To help students expand their self-concept in relation to their female or male identity, including their role behavior, personality traits, and occupational aspirations and expectations
- To increase students' self-confidence and participation in making decisions
- To increase students' academic achievement by helping students change stereotypic attitudes toward particular content areas and alerting them to the relationship between subject matter and occupational opportunity

Program units are a series of five student texts and six teacher's guides designed to supplement components of the present curriculum. In each of these units, students have the opportunity to discover information that can enable them to expand their female or male self-concepts. Students are encouraged to examine stereotypes about what girls or boys "are like" and what girls or boys "should do." Students then have the opportunity to make personal and group decisions based on the knowledge they have gained.

The units, which focus on specific skills, are as follows:

- Decisions and You—a 12-lesson prerequisite decision-making unit in which students learn personal and group decision-making skills (student text and teacher's guide)

- Decisions about Roles—a 20-lesson social studies unit in which students find out how roles change over time and how people can choose and define their roles (student text and teacher's guide)

- Decisions about Language—a 20-lesson language arts unit in which students compare and analyze female and male language (student text and teacher's guide)

- Decisions about Mathematics—an 18-lesson math unit in which students learn how to collect and interpret quantitative data while examining economic and career-related issues about females and males (student text and teacher's guide)

- Decisions about Science—a 17-lesson science unit in which students examine female and male characteristics and behaviors in relation to genetics and environment (student text and teacher's guide)

- Decisions about Physical Activity—a 29-lesson physical education unit in which students participate in a physical fitness program designed to improve students' fitness skills and attitudes toward physical activity (teacher's guide)

The teacher's guide for each unit contains not only the student materials but also detailed annotations to aid the teacher in planning and presenting each lesson.

Introduction

Language is like a mirror. It reflects what people believe about themselves and others. Language is powerful—so powerful that it can change people's beliefs about themselves and others.

Middle school students are at a critical state in the development of their male or female self-concept. This unit introduces students to important components of communication, both written and oral, so that students can understand how language affects a person's self-concept and can use this information to make better personal and group decisions in their use of language.

Throughout this unit, students have an opportunity to compare the language of and about females and males by investigating spoken and written English.

Each lesson is based on one or more of three language principles: language reflects people's cultures and attitudes; people change language; and language changes people's self-concepts.

In keeping with the decision-making focus of the program, the unit is designed according to a decision-making model. First, students are exposed to male-female issues about language. Then, students accumulate information about each issue. Finally, students clarify their values and make decisions about language based on the facts and values they have discovered.

Part I, Language and Change, acquaints students with basic language principles they will use in the rest of the unit: language reflects culture, people change language, and language changes people.

Part II, Getting Messages, introduces students to different treatment of females and males in written language. These lessons examine the generic rule, active and passive forms, negative and positive connotations, and occupational labels.

Part III, Sending Messages, allows students to examine spoken language and body language as ways people communicate their self-concept and influence others. Students have an opportunity to investigate differences in the verbal and nonverbal communication of males and females.

Part IV, Making Language Decisions, gives students the opportunity to clarify their values in terms of the information they have obtained in the unit and to make decisions about language based on their information and their values. Two lessons focus on personal decisions about language, and two lessons focus on group decisions. The types of decisions explored deal with students' self-concepts, particularly as they relate to being a female or a male.

TEACHING THE UNIT

To implement these lessons, you will need an appropriate number of copies of the student text, a teacher's guide (which includes the Unit Performance Test), and an Implementation Handbook.

The unit is designed so that teachers can use it in one of three ways. First, the lessons can be used sequentially, on a daily basis, which will require four to five weeks. Second, the lessons can be interspersed with the regular curriculum program over a longer period of time. Third, individual lessons or series of lessons can be used in conjunction with particular topics at appropriate points. The way the lessons are used should be based on the needs of students, other curricular priorities, and classroom time constraints.

Because the unit is structured according to a decision-making model, it is strongly suggested that the lessons used be sequenced to allow student involvement in all four decision phases. Otherwise, the decision-making impact of the unit will be lost. A sample sequence for a class not using the entire unit might be two lessons from Part I, five lessons from Parts II and III, and one or two lessons from Part IV. In this way, students will have completed lessons from each part. The lessons chosen should work smoothly together, be appropriate for the particular level and age of the students, and relate to the present curriculum.

As a guide to using the lessons with different levels of students, three possible approaches to the lesson are outlined under Teaching Suggestions in the Teacher Overview for each lesson. Level 1 is the minimal course; activities at this level can often be oral instead of written, and the approach should allow relatively more time for reinforcement. Level 2 is the regular course. And Level 3 is the enriched course; the approach at this level often includes additional activities on the assumption that students can more quickly master the skills in the minimal and/or regular course and proceed to expand their skills in other activities.

In general, Level 1 refers to sixth-grade students, Level 2 to seventh-grade students, and Level 3 to eighth-grade students. However, the ability and motivation of children vary greatly from region to region and from school to school. Care should be taken to choose a level that seems appropriate for your particular classroom. In many cases during field testing, for example, sixth-grade students easily worked through Level 2 activities. Activities, then, should be scheduled and presented in the way that seems best for your class.

Since the emphasis of these materials is on the affective as well as the cognitive thinking process, it is essential that you the teacher create a climate of acceptance in which the students feel free to express a variety of viewpoints. In many instances, questions have no right or wrong answers. Eliciting from the students their honest, thoughtful answers to these questions is necessary for the unit to be a success.

You are encouraged to make a special effort to ensure that a large proportion of both female and male students participate in the activities, discussion, and decision making.

Many of the activities can be done by students individually. Sometimes the text indicates that an activity should be done with partners or in small groups. In general, activities should be done in the way that seems most appropriate for your students and classroom organization. If activities are done in small groups, you should circulate among the groups to help those who may have difficulty. (See page xvii for tips on small-group management.)

MATERIALS

Student Materials

In each lesson, students participate in a variety of activities, including reading the text and answering questions (with or without partners), and participating in class discussions, small-group activities, and role playing.

The evaluation exercise at the end of many lessons is called a Flight Check. Flight Checks may be used as small quizzes for grading purposes, as tests if the evaluation activities for several lessons are accumulated, or as self-evaluation activities for students' information only. Lessons in the first or last

part of the unit do not have a Flight Check, since the main objective of these lessons is either exploration or personal and group decision making.

Teacher's Guide

The teacher's guide contains the student text and annotated material for your use and convenience. Each lesson is preceded by a Teacher Overview that indicates the lesson's duration, purpose, student objectives, teaching suggestions, vocabulary, evaluation activity, and background information. Some lessons may need more time than that specified, depending on their level of difficulty, students' level of involvement, and use of optional activities. In the teacher's guide, the answers to student questions are included within each lesson.

Unit Performance Test

In order to determine students' level of readiness before beginning the unit, you will need to administer the unit pretest (Unit Performance Test). At the completion of the unit, you should readminister the test to determine how much students have progressed and in what areas they need additional assistance. The pretest/posttest, as well as the answers, is included in the back of the teacher's guide.

Implementation Handbook

The Implementation Handbook is designed to assist the school—its faculty, students, and administrators, as well as students' parents—in carrying out the basic goals of the Fair Play program.

For your convenience, the handbook is designed as a reference. Sections addressed to both teachers and administrators involved in the program include Program Goals, Description of Units, and Program Evaluation. A section entitled Administering the Program

specifically addresses administrative concerns, while the section Teaching the Program contains material particularly useful for teachers.

You will probably make the most use of the handbook while you are planning implementation of the program. But keep it handy throughout, for use in clarifying particular aspects of the program.

RESOURCES

The following print resources were used in developing this unit and may be useful sources for teachers desiring further information. The audiovisual materials listed in this section may be used at appropriate points in the unit to heighten student interest and reinforce learning.

Print Materials

Bem, S. L., and Bem, D. J. "Does Sex-Biased Job Advertising 'Aid and Abet' Sex Discrimination?" Journal of Applied Social Psychology, Vol. 3, 1978, pp. 6-18.

Eakins, Barbara Westbrook, and Eakins, R. Gene. Sex Differences in Human Communication. Boston: Houghton-Mifflin Co., 1978.

Harrison, Linda. "Cro-Magnon Women—in Eclipse." The Science Teacher, Vol. 43, 1975, pp. 8-11.

Henley, Nancy M. Body Politics: Power, Sex and Nonverbal Communication. Englewood Cliffs, N.J.: Prentice-Hall, Inc., 1977.

Lakoff, Robin. Language and Woman's Place. New York: Harper & Row, 1975.

Maccoby, E., and Jacklin, C. The Psychology of Sex Differences. Stanford, Calif.: Stanford University Press, 1974.

National Council of Teachers of English. Responses to Sexism: Classroom Practices in Teaching English, 1976-1977. Urbana, Ill.: National Council of Teachers of English, 1976.

Nilsen, Alleen Pace. Changing Words in a Changing World. Available from WEEA Publishing Center, Education Development Center, 55 Chapel Street, Newton, Mass. 02160, 1980.

Nilsen, Alleen Pace; Bosmajian, Haig; Gershuny, H. Lee; and Stanley, Julia. Sexism and Language. Urbana, Ill.: National Council of Teachers of English, 1977.

Thorne, Barrie, and Henley, Nancy, eds. Language and Sex: Difference and Dominance. Rowley, Mass.: Newbury House, 1975.

Audiovisual Materials

Listings

Nonprint Resources in Women's Educational Equity. Princeton, N.J.: Educational Testing Service, 1978. 243 pages. For sale by the Superintendent of Documents, U.S. Government Printing Office, Washington, D.C. 20402. Stock number 017-080-01836-5.

Positive Images: A Guide to Nonsexist Films for Young People. Produced by Linda Artel and Susan Wingraf, 1976. 176 pages. Available from Booklegger Press, 555 29th Street, San Francisco, Calif. 94131.

Women and Work—New Options: A Guide to Nonprint Media. Produced by Linda Artel, 1979. 76 pages. Available from the Women's Educational Equity Communications Network, operated by the Far West Laboratory for Educational Research and Development, 1855 Folsom Street, San Francisco, Calif. 94103.

Films

Assertiveness Training for Women, Part I. 17-minute color film (1973) showing short clips of interpersonal situations high school girls often confront. Can be used to train girls to become assertive. Comes with a leader's manual. Rental $25, sale $250. Available from American Personnel and Guidance Association, Film Department, 1607 New Hampshire Avenue, NW, Washington, D.C. 20009.

Dick and Jane as Victims. 25-minute color slides with sound, showing sex-role stereotyping in today's instructional materials. Rental $35, sale $300. Available from Women on Words and Images, Box 2163, Princeton, N.J. 08540.

Girls at Twelve. 30-minute color film (or videotape cassette) examining the socialization process that teaches girls how to be "feminine." Shows how role models and stereotypes are presented to girls. Rental of 16mm film $35, sale of film $420, sale of videotape cassette $335. Available from Education Development Center, 55 Chapel Street, Newton, Mass. 02160.

I Is for Important: Sex Role Stereotyping in Social and Emotional Events. 12-minute color film (1974) showing instances of differential treatment of the sexes in the classroom. Rental $15, sale $160. Available from Extension Media Center, 2223 Shattuck Avenue, Berkeley, Calif. 94720.

Katy. Produced by Monica Dunlap. 16-minute color film showing a 12-year-old girl who assumes responsibility for her brother's paper route. Shows opposition she faces from paper boys and the paper shack manager. Rental $18, sale $225. Available from BFA Educational Media, 2211 Michigan Avenue, P.O. Box 1795, Santa Monica, Calif. 90406.

Male and Female Roles. Set of 4 films. Produced by Globe Filmstrips (1975). Emerging Dissatisfactions shows some major objectives to stereotyped sex roles; How Stereotypes Evolved explores some theories of how sex stereotypes have developed through history; How Stereotypes Are Learned shows the ways American society directs females and males into separate sex roles; and New Perspective shows alternative sex roles available to females and males. Rented separately. Available from Coronet Instructional Films, 65 East South Water Street, Chicago, Ill. 60601.

This Book is Rated S*. 18-minute color slide-tape with cassette, presenting discussion of sex-role stereotypes in children's literature from preschool to teenagers' books. Available from Berry Bock, 2617 Hartwood Drive, Fort Worth, Tex. 76109.

TIPS ON SMALL-GROUP MANAGEMENT

Although getting students to work in small groups can be frustrating for you and sometimes unproductive, it can also be rewarding, both socially and academically, for your students. Here are some suggestions to help you and the students have successful experiences with small-group work.

Advance Preparation

Make sure you know exactly what you want students to accomplish in their groups, and make sure you have enough materials for each group.

Organizing Students into Groups

In general, assign students to groups instead of allowing them to choose their own. This way, you will avoid the prospect of cliques working together all of the time, some students being left out, or all of the high achievers or low achievers being in one group. You can assign students in one of two ways: (a) randomly group them, having them count off or having them choose cards marked with numbers or symbols for each group; or (b) arrange the groups so that they are balanced for race, sex, skill level, and compatibility.

When you randomly group students or balance the groups, explain to the students why they are doing small-group work: You want them to learn how to work with one another, respect one another, and learn from one another; you want them to get to know everyone else in the class; and you want them to work seriously on the problem at hand. Emphasize that working in groups is an extremely

important life skill. Be sure to let students know that you do not expect them to be perfect at group work at the beginning. It takes practice and certain skills. It's serious business!

Make sure the students know exactly where each group is to work. Put three to five students in each group. The groups should be small enough so that everyone can easily participate.

Guidelines for What Happens in the Group

Be firm and explicit about what you expect from the students. Establish rules for group work and make sure everyone understands the rules. Have the students help you in establishing these limits for effective group work. Emphasize that everyone is expected to contribute to the group and to listen respectfully to every other group member's ideas.

Be sure to tell students specifically what you expect them to produce from their work in the group.

You can assign a group leader, tell the group to choose one, or simply allow a leader to emerge within each group. You may choose each of these strategies at different times. It is often helpful to have a group recorder.

Set a time limit for the work. If you expect the students to accomplish several things, break up the task into small tasks and time segments. You might say: "I want each group to list at least three reasons why so few women work as physicists. You have five minutes to complete this assignment. When you have agreed on three reasons, I will give you the second part of your assignment. Okay, your five minutes begin now." Then circulate among the groups. Help groups if they need it and be ready to hand them (or verbally explain) the next part of their assignment when they

are ready. As much as possible, keep to your time limits. Sometimes you will need to extend the limit if you have underestimated the difficulty of the assigment or students' degree of interest in it. When you allow more time, set another specific limit.

Circulate among the groups, and interact with them. If a group is having problems, try to help by providing hints, asking questions, or giving feedback about how the group members are working together.

Provide students with instruction in ways to cooperate, come to agreement, generate ideas, solve conflicts, assume responsibility, and respond to one another. Discuss and have students practice the following productive group behaviors: (a) giving ideas and information; (b) encouraging other group members to share by asking them for information, ideas, opinions, or feelings; (c) actively listening; (d) clarifying and making connections; and (e) checking to see if the group agrees on an idea.

Collect the results, or have the students share with the class the results of their group work. Be sure to have a procedure for students to follow in cleaning up and in returning any materials used.

Evaluation

To emphasize the importance of group work, you can assign grades based on students' efforts to work together and the excellence of their product. Group cooperation and responsibility to the group can be rewarded by assigning to all students in the group the same grade. Provide frequent opportunities for group members to evaluate how they have worked together. In addition, provide students with feedback about how you think they have worked together.

To you, the student:

Language is like a mirror. It reflects what people believe about themselves and others.

Language is powerful—so powerful that it can change your beliefs about yourself and others.

In this unit, you will be able to look into the mirror of language and see yourself and your culture. You will also have an opportunity to explore the power of language.

You will discover how to use language in a way that does not limit you or others. At the end of the unit, you will have an opportunity to examine your values and to make decisions about what to say, read, and listen to.

Language and Change Part I

TEACHER OVERVIEW FOR LESSON 1

Duration: One or two class periods

Purpose: To help students understand how language reflects people's culture and values

Student Objective:

- To examine television and magazine ads to see how words reflect a culture's values

Teaching Suggestions:

Level 1: Activities A and B, orally; Activity D

Levels 2 and 3: All activities

Vocabulary: Language, culture, value

Evaluation Activity: None

Special Preparations: For Activity B, you will need to provide magazines for students.

Background:

The following are the main points of the lesson. Make sure to emphasize them as often as appropriate.

- Language often reflects people's values and culture.
- In American culture, language used in reference to females often differs from (and often is less positive than) language used in reference to males. Such differences reflect our culture's differing values about the worth, status, and actions of females and males.

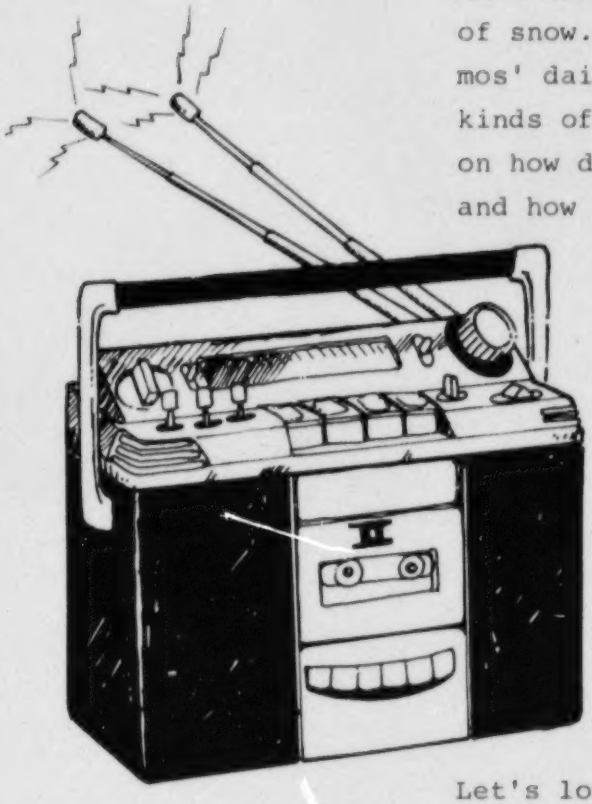
Lesson 1: Language as a Mirror

Activity A: Language reflects

Language is like a mirror. It is a body of words and systems that is common to people of the same community, geographical area, nation, or cultural tradition. Therefore, language reflects people's values. It also reflects people's culture, which is the ways of living built up by a group of people and transmitted from one generation to another. In fact, we have discovered much about very old cultures by studying

their languages. We can tell where people lived by finding out what words they used. If people had many words for fish, we know they probably lived close to the sea. If they had a lot of words for snow, we know they probably lived in the North.

For example, in the United States we have only a few words to describe snowy weather: sleet, slush, ice, snow, and blizzard. But Eskimos have about 40 words to label different kinds of snow. Of course, snow is a part of Eskimos' daily life. Eskimos must know about all kinds of snow. Their lives and work may depend on how deep the snow is, how hard the crust is, and how long the snow will fall.



In the United States, we have many words to describe mass media (communication systems). Here are a few: television, radio, newspaper, camera, advertising, scene, soap opera, movie, commercial, and news. As you can see, media are very important in our culture.

Let's look closer at two media—television and magazines. Television reflects our culture's values. A value is what you think is good or important. What does the language on television show about our culture's values?

Activity B:
Looking at ads

Form a group with three or four other students. Choose a group recorder to write your group's answers.

Choose two of the following activities (B-1, B-2, B-3) to discuss in your group.

B-1 a. Think of all the television commercials you can.

b. Decide on one or two words that describe what each commercial is trying to sell.

c. Decide what someone could tell about our country (what we do, buy, and consider important) by watching television commercials.

For example, many commercials show youthful, beautiful people. What do these commercials show about the values of our society? Do all societies value youth and beauty?

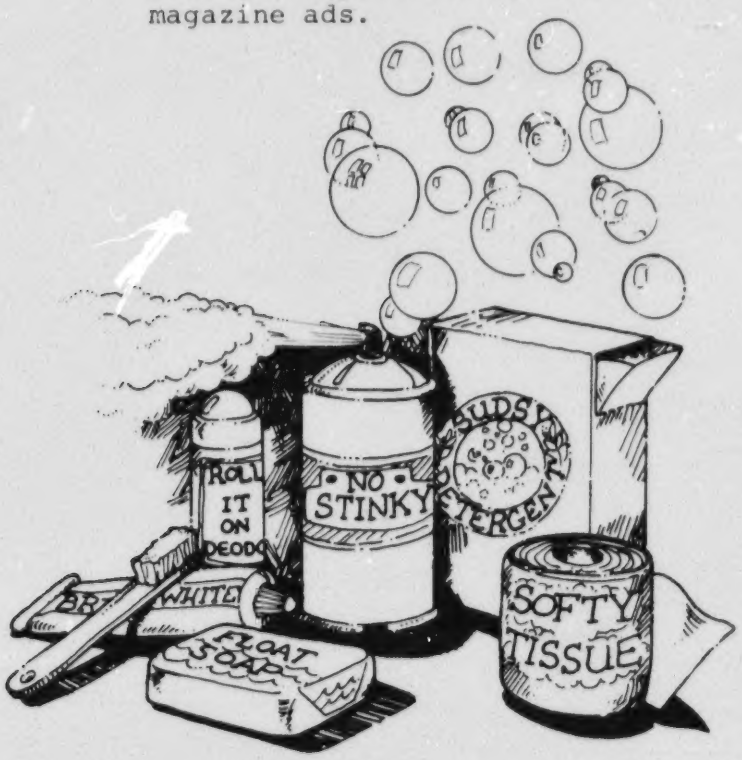
B-1 and B-2 Commercials and advertisements show what material goods are part of our culture. Students may think of commercials about soft drinks, beer, soaps, detergents, movies, companies (stock brokers, insurance, telephone), baby products, toilet articles, men's and women's cosmetics, traveler's checks, clothing, food (soups, cereal, fast food companies), aspirin, health aids, automobiles.

The language used in ads reveals the values in our culture, such as convenience, personal happiness or pleasure, travel, family, saving money, making money, cleanliness, beauty, luxury, friendship, respect, power, technology, and information.

B-2 a. Look at the advertisements in a magazine.

b. Decide on one or two words that describe what each advertisement is trying to sell.

c. Decide what someone could tell about our country (what we do, buy, and consider important) by looking at magazine ads.



B-3 Usually, news programs cover crime, disasters, wars, national and international politics and events, economics, the stock market, sports, and changes or problems in lifestyle.

By watching the news, a person could determine what actions we consider criminal, our appetite for catastrophes, our political system and how it works, facts about our lifestyle (consumerism, sports, education), problems we are facing (gas shortage, nuclear arms limitation treaty).

B-3 a. Think of an average news show on television.

b. What topics are covered in almost every news show?

c. What could someone tell about our country (what we do and what we consider important) by watching the news?

Activity C:
What words do you use?

Think of a topic that you feel is very important to you. You could choose a hobby, a person, a political issue, or an event you especially like. Write a few paragraphs describing the topic you have chosen. Choose your words carefully. Use some adjectives to describe your topic. Underline all the words that show your attitude to the topic.

Read your paragraphs to the class. Have the class tell what words show your attitude.

Activity D:
Class wrap-up

D-1 Your teacher will have each group report the results of their discussion in Activity B.

D-2 Look at the cartoons below and on the next page. What does the mirror of language show about our culture's attitudes?

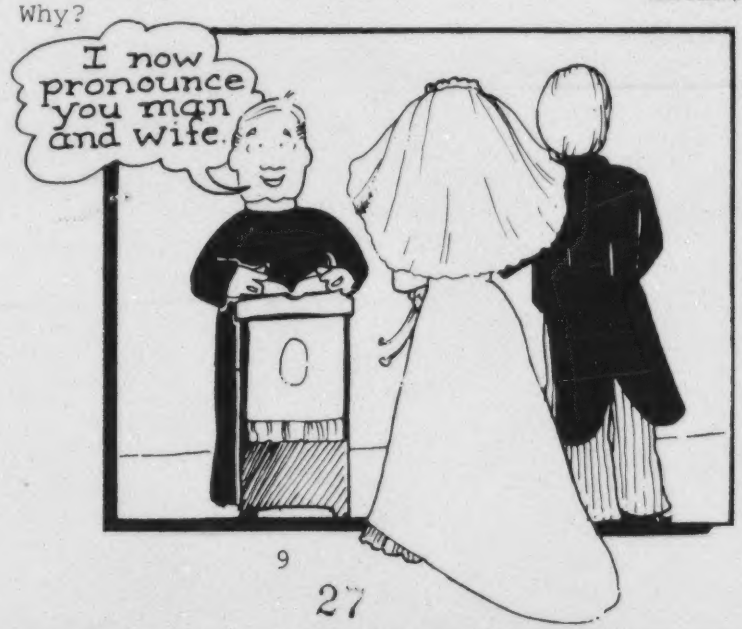
D-3 Do you agree or disagree with these attitudes? Why?

D-2 Cartoon A shows that marriage takes place. It also shows that, at least in the past, the man did not change his status upon marriage, whereas the woman became "wife." This is shown by use of the unparallel words man and wife instead of the equal words husband and wife.

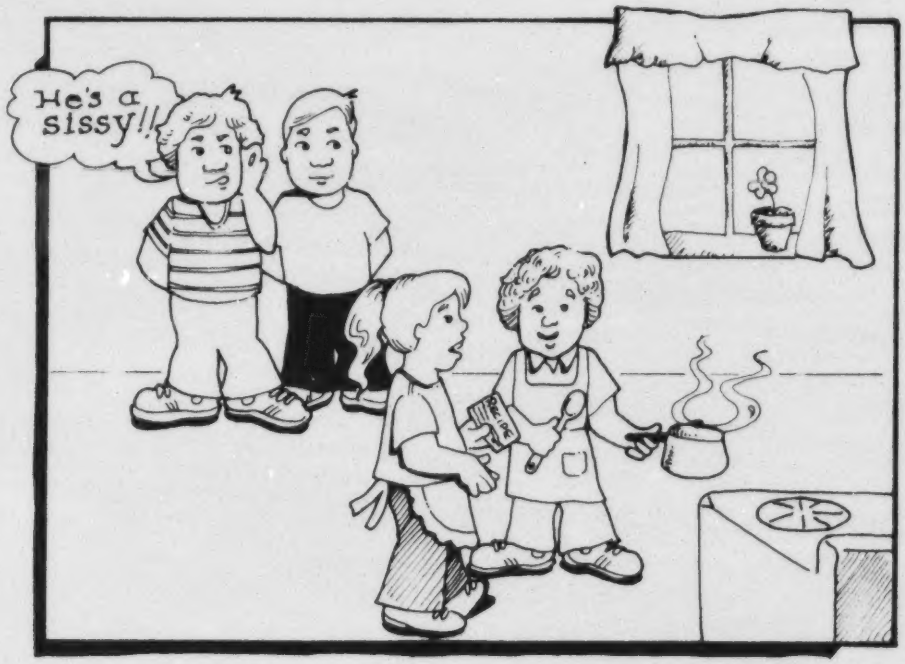
Cartoon B shows that we define roles of men and women in different ways. The term sissy is being used negatively to describe a boy doing an action that is considered acceptable for a girl to do. Until recently, and sometimes even now, certain actions were considered unmasculine – showing emotion, cooking or doing housework, professional dancing, and so on. Our culture is in the process of redefining men's and women's roles.

Cartoon C shows a stereotype or attitude that workers are only males and working is a male domain. It implies that the important role of woman is wife, not a worker, and that what women do at home is nonproductive in real terms. This attitude is inaccurate – women have worked in the labor force since the industrial revolution. And recently, birth control has enabled women to choose to work without having a large family. Women are currently about 45 percent of the labor force. "Workers and their families" would be a more accurate description.

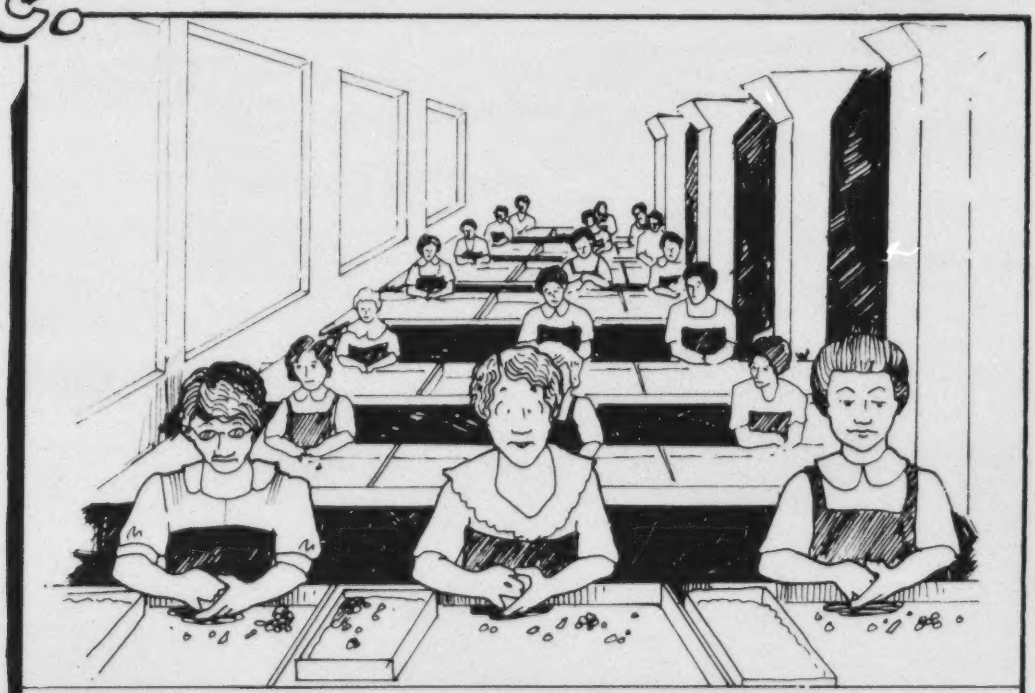
A.



B.



C.



In the 1920s, workers and their wives suffered many hardships.

TEACHER OVERVIEW FOR LESSON 2

Duration: One or two class periods

Purpose: To help students understand that language is constantly changing

Student Objective:

- To link cultural change to changes in language

Teaching Suggestions:

Level 1: Activity A, orally; Activity B

Levels 2 and 3: All activities

Vocabulary: No new words

Evaluation Activity: None

Background:

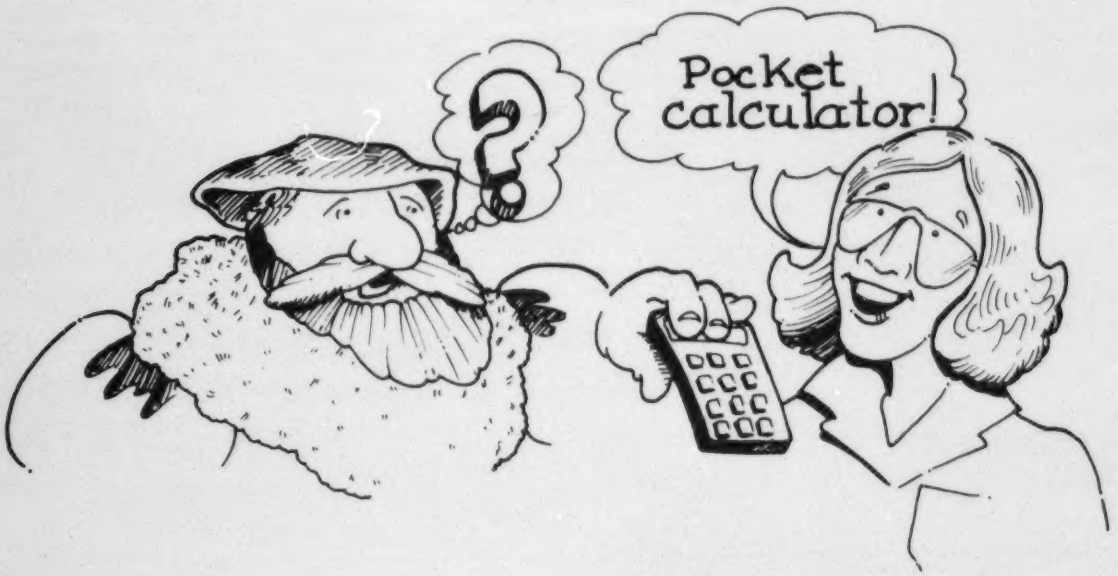
The following are the main points of the lesson. Make sure to emphasize them as often as appropriate.

- Language often changes as culture and people's values change.
- As changes take place, people invent new words and phrases and develop new meanings for existing words.
- Dictionaries record, not create, language and its changes at certain points in time.
- Words used to refer to groups of people in our culture (such as women and blacks) have changed as a result of changes in our culture and in our attitude toward these groups.

Lesson 2: A Changing Language

Activity A:
How does language change?

You may remember from the last lesson that the language people use shows their values and their culture.



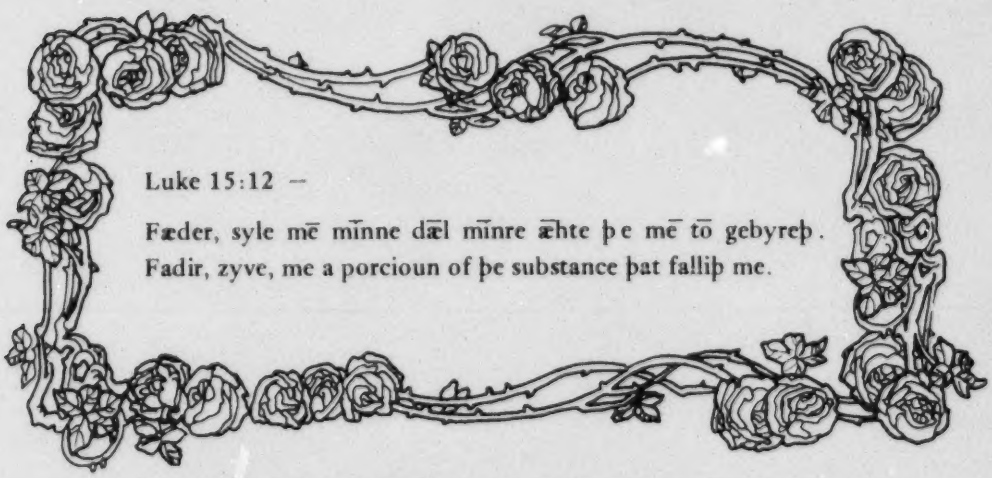
But people are constantly changing—and that includes you. People are creating things, writing books, meeting new people, dying and being born. Old cultures are changing. New countries are being created. Of course, as people change, their language changes.

Do you think that the dictionary changes? Did you know that new words are added, old words are removed, and the spelling of many words changes?

Here are a few words in today's dictionaries that didn't exist before 1900: Vaseline, Kleenex, Xerox, rocket, nuclear, automobile, television, computer, grungy, clone, spaced-out, and centerfold. Can you think of other new words?

Why didn't these words exist? As you can see, the products those words refer to did not yet exist—so the words weren't needed then. Also, we have different ways of describing things and people. Can you see how language changes as our culture changes?

Have you ever wondered what the English language looked like 700 years ago? It looked like this:



Luke 15:12 –

Fæder, syle mē mīnne dǣl mīnre ǣhte þe mē tō gebyreþ.
Fadir, zyve, me a porcioun of þe substance þat falliþ me.

Thomas Pyles, *Origin and Development of the English Language* (New York: Harcourt, Brace and World, Inc., 1964), p. 141.

Do you recognize any words? As you can see, even our alphabet has changed since the thirteenth century.

Not only does the spelling of words change, but their meanings change. Many years ago, the word meat referred to food in general. Corn and vegetables were called meat. Of course, now meat means only a certain kind of food.

A long time ago, the word silly meant happy and innocent. Now it means ignorant or foolish.

These are only a few examples of the way words have changed.

How do words change? They change through people. For one reason or another, people may use a word to mean a certain thing. They may invent new words for new things and new ideas.

When enough people use a word in a different way, the publishers of dictionaries make a note of that change. Then the next edition of the dictionary includes the new meaning.

For example, when many writers started to use the word silly to mean foolish, the meaning of silly changed. As a result, the dictionary changed. Remember, the dictionary records the language people use.

Activity B:
Looking at the dictionary

Language shows how people's culture or values change.

B-1 Look up the following words in the dictionary. Write the old and new meanings of the words. The old meaning will be shown by the letters ME, which mean Middle English. Middle English was the language spoken in England from the twelfth to the fifteenth century.

a. hurtle

b. cattle

c. treadle

d. involve

B-2 Find and write the meanings of the following words:

a. granola

b. white-collar crime

c. jet lag

Do you think these words were in dictionaries published before 1950? Why or why not?

B-1 a. Old meaning of hurtle: to collide, to cause to strike
New meaning: to move with a rushing sound

b. Old meaning of cattle: personal property
New meaning: bovine animals kept on a farm or ranch

c. Old meaning of treadle: step of a stair
New meaning: a lever device pressed by the foot to drive a machine

d. Old meaning of involve: to roll up, wrap
New meanings: see dictionary

B-2 a. Granola: a mixture of grains used as cereal or snack

b. White-collar crime: illegal acts such as computer fraud committed by the class of salaried employees whose duties do not call for the wearing of work clothes

c. Jet lag: a group of mental and physical symptoms following rapid travel through several time zones

These words were not in the dictionary before 1950 because these phenomena were not yet in existence.

B-3 What change has taken place that caused people to create the word pantsuit?

B-3 Women have become more active and now hold jobs once held by men. Pantsuits have provided increased convenience and comfort. Coordinated outfits led to the creation of the word.

B-4 What changes took place that caused people to create the word smog?

B-4 Because of industry's dependence on coal and fuel, and careless emission of wastes, clouds of smoke began polluting the expanding cities. The word smog combined the words smoke and fog.

B-5 Blacks began as a group to insist on having pride about their identity and on having the power to choose their own name. This included recognition that nothing makes one color inherently more beautiful than another.

B-5 What change took place in the 1960s that caused people to stop using Negro and start using black?

B-6 Sample answers: right on, far-out (D) groovy (D), rap (D), disco (D), hippy (D), spaced-out, dude (D), bad, super (D), laid back, go for it.
Note: The words or phrases followed by the letter D appear in Webster's New Collegiate Dictionary, 1979.

B-6 Think of some slang words that you and your friends use. Are any of these words in the dictionary? Which ones?

B-7 Language does change, but usually very slowly. Why?

B-7 Generally, people resist changes in their lives and consequently in language. Because language is so slow to change, sometimes cultural changes are not immediately reflected in the language. Language may then represent stereotyped (oversimplified) attitudes about reality.

Activity C: Class wrap-up

C-1 Where do new words come from?

C-2 What does language show about our culture?

C-3 Why do people invent new words or give old words new meanings?

C-1 From people, whose needs and lives are constantly changing, and from technology, which results in new products

C-2 Values or attitudes; technological advances

C-3 Because they need words to represent new things or new ideas

TEACHER OVERVIEW FOR LESSON 3

Duration: One class period

Purpose: To help students discover that language can change their attitude toward themselves and others

Student Objective:

- Given hypothetical situations, to identify how language can cause change in people's attitudes

Teaching Suggestions:

Level 1: Activity A, orally; Activity B

Levels 2 and 3: All activities

Vocabulary: No new words

Evaluation Activity: None

Background:

The following are the main points of the lesson. Make sure to emphasize them as often as appropriate.

- Language can change people's self-concepts and attitudes.
- When language does not reflect cultural change or complexity, the result is attitudes that stereotype people and limit their opportunity and self-concepts.
- Awareness of the effect of language is very important. Only through such awareness can people avoid imposing limitations based on language stereotypes.

At the end of this lesson, repeat the three general principles covered in Lessons 1-3: language reflects culture, language changes as people change, and language can change people.

Lesson 3: Language Changes You

Activity A:
Does language change you?

You may do this activity with a partner or by yourself.

In the first lesson, you found out that language reflects people's values and culture. In Lesson 2, you learned that words change as people change.

Do you know that language can change you? Yes, language can change your attitudes about yourself and other people.

Here's a simple example. If everyone you know tells you that you are no good at math, you probably won't be good at math. Why? Because, without knowing it, you start believing the words you hear. On the other hand, if everyone tells you that you are very good at math, you will have a better chance to become good at math.

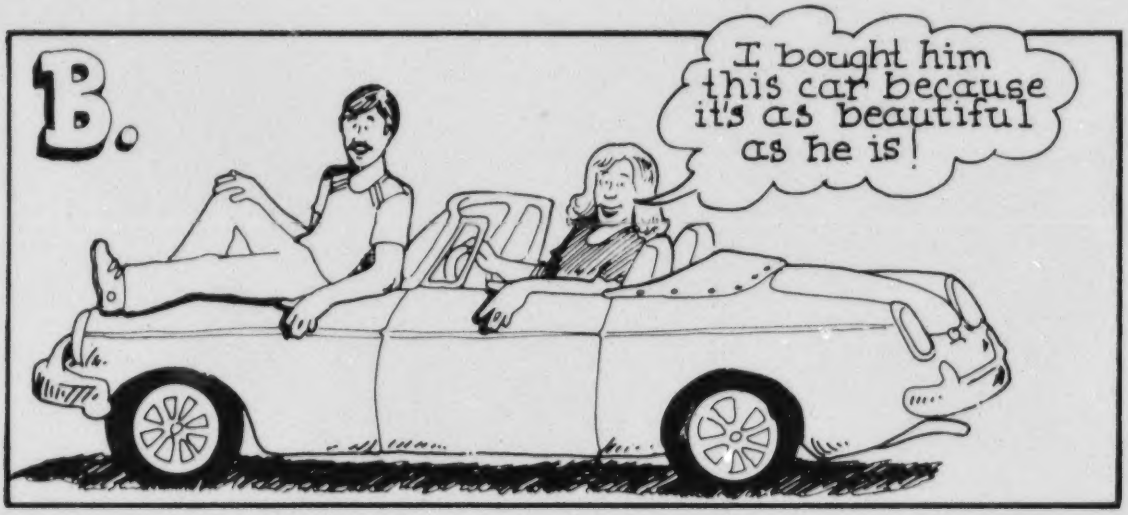
A-1 Sample answers: family, friends, teachers, pastor

A-2 Sample answers: radio, television, newspaper, books, magazines, movies

A-1 Think of the people you are with most often. From whom do you hear the most words? List these persons by role (example: father).

A-2 From where else do you hear or read words (example: radio)?

Do you think that the words spoken by your friends and family and those heard on television affect your attitude about yourself? Think about this question as you look at the following "commercials":



A-3 Who is usually doing the laundry on television: a male or a female?

A-4 What is unusual about Commercial B?

A-5 What is unusual about Commercial C?

A-6 Do you think the commercials on television affect your attitude about doing the laundry?

A-7 If all the commercials you saw showed men doing the laundry, how would you be affected? Would you change your attitude?

A-3 Female

A-4 Usually a man is in the driver's seat and a woman is sitting on the car. Usually, beauty of the woman is stressed in some way.

A-5 Because computers are considered a male domain, usually men are connected with these advertisements.

A-6 They probably reaffirm the idea that women are supposed to do laundry. A male student would probably feel uncomfortable doing laundry. The opposite would be true for a female.

A-7 A person may discount them as ridiculous, believe that they show reality, and/or change to conform to the "reality" shown.

A-8 The commercial may imply that the woman is possessed as an object and may be disposed of unless she remains beautiful.

A-8 What do you think about the "commercial" below?

Activity B: Class wrap-up

B-1 Discuss your answers to questions A-1 through A-8.

B-2 Most people don't know. If they do know, they can choose whether to change their attitude. For example, when parents discourage (or don't encourage) children from doing certain things, children are more likely to be discouraged than encouraged.

B-2 Do you think most people know that their attitudes change according to the words of others? Give an example. Why is this important to know?

Getting Messages Part II

TEACHER OVERVIEW FOR LESSON 4

Duration: One or two class periods

Purpose: To familiarize students with male generic nouns and pronouns

Student Objective:

- To identify male generic nouns and pronouns

Prerequisite:

Knowledge of proper and common nouns, as well as pronouns and gender

Teaching Suggestions:

All levels: All activities

Vocabulary: Masculine, feminine, generic rule

Evaluation Activity: Activity D (for general information about the use of evaluation activities, see page xii)

Background:

The following are the main points of the lesson. Make sure to emphasize them as often as appropriate.

- The generic rule stipulates that a masculine pronoun be used when the sex of a person is not specified or not known.
- Generic nouns such as man and mankind are used to represent both males and females.

Throughout the history of the English language, the masculine generic rule and masculine noun forms (mankind, the average man, statesman) have been used to refer to people of either sex. Such usage may take several forms:

1. Men or man is used to refer to human beings or adults in general ("Man does not live by bread alone").
2. A man or the man is used to refer to a typical person or hypothetical person ("The average man drinks his coffee black," "We want the best man for the job").
3. Man is used as part of a compound word (man-made) and as part of occupational titles (policeman, businessman, salesman, chairman).
4. He, him, or his is used to refer to either a male or a female when the sex of a person is unknown ("Everyone should take his seat").

Lesson 4: The Generic Rule

Activity A: An experiment

Before you start this lesson, do an experiment.

Look at the following phrases, sentences, and pictures. Read each phrase and decide which picture goes best with the phrase. Circle your answer. There are no right or wrong answers.

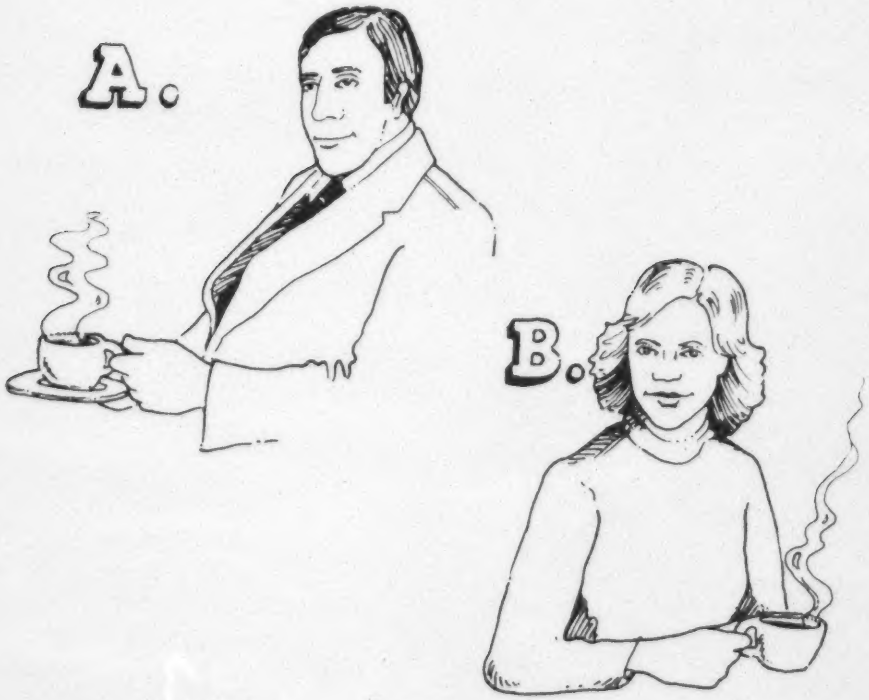
After you have finished, turn your paper in to the teacher. Make sure your name is on the paper. Your paper will be used in the next lesson.

A-1 Men of good will

A.

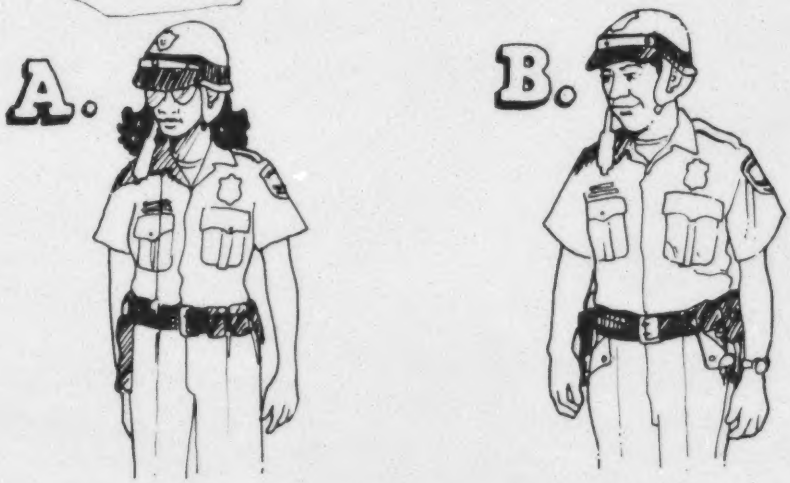
B.

A-2 When man discovered fire



A-3 Everyone drinks his coffee black.

A-4 Businessmen



A-5 In that job it's every man for himself.

Activity B:
Pronouns and the generic rule

You may do this activity with a partner or by yourself.

What happens when you don't know whether a pronoun is masculine (male) or feminine (female)?

Look at the sentence below. (Remember, everyone is a singular pronoun.)

> Everyone can select ___ own work time.

In this sentence, the word everyone means each person. That is, everyone can be masculine or feminine. What pronoun should you use?

For sentences like this, a special rule was made:

> Use a masculine pronoun—he, his, or him—when the gender (sex) of a person is not known.

This rule is called the generic (jen-NAIR-ick) rule. According to this rule, the sentence in the box above should read:

> Everyone can select his own work time.

Using the generic rule, which word would you use in the following sentence: his or her?

> Each student must do ___ homework.

If you said his, you are right.

Until recently, many writers followed this rule—using he, his, or him to represent either a male or a female when the sex of the person was not known. In the next lesson, you will learn some new rules people are using instead of the male generic rule.

B-1 To practice finding examples of the generic rule, read the paragraphs below. Write the letters of all sentences that use the generic rule. Then, write how you know.

> (a) It was time to start the test. (b) Everyone picked up his pencil to begin. (c) If a student had a question, he could no longer ask it. (d) Each student had only 30 minutes to finish his test.
>
> (e) Jerry was thirsty and wanted a drink of water. (f) But he knew he wouldn't have time to finish the test if he went to get a drink. (g) Finally, it was over. (h) Each student gave his test to the teacher.

B-1 b, c, d, h

b: Everyone can be either gender
c: A student can be either gender
d: Each student can be either gender
h: Each student can be either gender

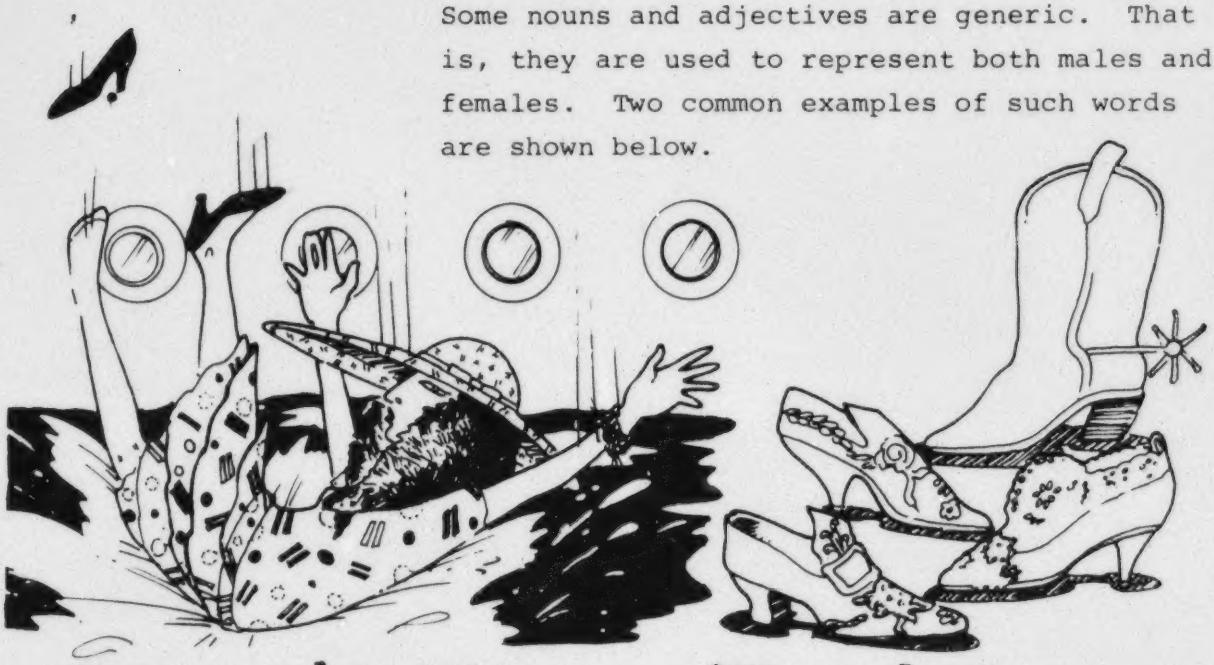
B-2 Look in one of your textbooks, a newspaper, or a magazine. Find at least six sentences that use he, his, or him to represent either a male or a female. Write down the sentences. If you cannot find six sentences, make up six of your own.

B-2 Variety of answers

Activity C:
Nouns and the generic rule

You may do this activity with a partner or by yourself.

Some nouns and adjectives are generic. That is, they are used to represent both males and females. Two common examples of such words are shown below.



As you can see, man is a general (or generic) word for people (or human beings).

C-1 Write a sentence that uses man as a general word for people. Do not use the same sentences shown in the illustrations.

C-1 Sample answer: Man shall not live by bread alone.

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Because a masculine noun has been used to represent people in general, other things have happened. For example, a masculine word is often used to represent an average person. Look at the sentence below:

> A man will be happier if he can select his own work time.

And, many jobs have man added to the end. For example:

> statesman, fireman, doorman, congressman

C-2 Write at least five other examples of job titles with man as the last part of the word.

C-3 What is your opinion of the generic rule? Do you think it should or should not be changed? Why?

C-2 Sample answers: policeman, businessman, chairman, mailman foreman

C-3 The generic rule ignores women and confuses the reader, who cannot always tell when both males and females are being referred to and when only males are referred to.

Activity D: Flight check

Did you understand this lesson? To find out, answer the following questions without looking back at the lesson. Then, your teacher will help you check your answers.

Write the numbers of the sentences below that use the generic rule. Then explain how you know.

D-1 My father was worried because he didn't spend enough time with us.

D-2 Are wars for the good of mankind?

D-3 Everyone decided to leave his book on the desk.

D-4 The captain cried, "Man overboard!"

D-5 Each teacher graded his own papers.

D-1 Not generic

D-2 Generic, because mankind represents people

D-3 Generic, because he is used to represent everyone

D-4 Generic, because man is used to represent person

D-5 Generic, because his is used to represent each teacher

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TEACHER OVERVIEW FOR LESSON 5

Duration: One or two class periods

Purpose: To determine the impact of the male generic forms on people's attitudes

Student Objectives:

- To analyze the effect of the male generic forms on girls and boys
- To substitute gender-inclusive forms for the male generic forms

Teaching Suggestions:

Level 1: Activity A, orally; Activity B; Activity C, optional; Activity E

Levels 2 and 3: All activities

Vocabulary: No new words

Evaluation Activity: Activity E (for general information about the use of evaluation activities, see page xii)

Special Preparations: For Activity B, you will need to return students' papers from Activity A in Lesson 4. Have students help you make a class tally of their answers.

Background:

The following are the main points of the lesson. Make sure to emphasize them as often as appropriate.

- Use of the male pronoun generic rule or other male generic forms often distorts people's perceptions of reality by (a) making females seem nonexistent and (b) implying that males are predominant and more valuable in society (for example, "man's achievements").
- Use of the pronoun generic rule or other generic forms is often improper (for example, in the phrase "workers and their wives," workers is generic but is used as a male referent) or inconsistent (teachers and nurses are often referred to by the pronoun she).
- Use of the generic rule has led to overuse of male examples.

Lesson 5: The Generic Rule and Society's Values

Activity A: Does the generic rule cause problems?

Read the following reports. The first report uses the generic rule. The second report uses a new rule. After you read both reports, answer the questions that follow.

Report 1

(a) In order to be happy, man must be busy. (b) He can be busy working or playing. (c) But if a man does nothing for very long, he will probably become very depressed.

(d) Most people like to select their own work times. (e) If a man is allowed to decide when he will work, he will probably do better work.

(f) Unions have helped the working man in America. (g) Now, the average worker knows what his rights are.

"...MAN must be busy."

"... PEOPLE must be busy."

Report 2

(a) In order to be happy, people must be busy. (b) They can be busy working or playing. (c) But if a person does nothing for very long, she or he will probably become very depressed.

(d) Most people like to select their own work times. (e) If people are allowed to decide when they will work, they will probably do better work.

(f) Unions have helped workers in America. (g) Now, most workers know what their rights are.

A-1 a, b, c, e, f, g

A-2 a, b, c, e, f, g

A-3 Feminine pronouns

A-4 Boys

A-5 Men

A-6 More boys

A-7 Both

A-1 Look at Report 1. Write the letters of all the sentences that use the generic rule.

A-2 Look at Report 2. Write the letters of all the sentences that were changed from the generic form to a different form.

A-3 Which group of pronouns is left out of Report 1: masculine pronouns or feminine pronouns?

A-4 Who do you think will feel closer to Report 1: boys or girls?

A-5 If most writers refer to workers as men, will readers think that most workers are men or women?

A-6 If most writers refer to workers as men, will more boys or more girls want to work?

A-7 Who do you think will feel closer to Report 2: boys or girls?

A-8 If writers refer to workers as people, will readers think that most workers are men or women?

A-9 If writers refer to workers as people, will more boys or more girls want to work?

A-8 Men and women

A-9 They will both be affected equally

Activity B (discussion): What about the generic rule?

B-1 Look at your paper from Activity A in Lesson 4. Even though the generic rule was used, who did most of the class think the captions referred to: women or men? What do your results say about the generic rule?

B-2 What effect does the generic rule probably have on females? On males?

B-3 What characteristics and/or values of our society does the generic rule show?

B-1 Most students will probably have circled male choices. Recent studies show that the imagery conveyed by male generic forms is primarily male, not a mixture of male and female. In one study, junior high students were asked to draw illustrations from directions that used male terms (man, men), sex-neutral terms (human, people), or sex-specific terms (men, women). As predicted, the proportion of females in illustrations was much higher with sex-specific or sex-neutral directions than with generic male directions for both boys and girls. Of particular note is that male students were nonetheless more likely than females were to draw predominantly male figures in response to all three language forms. Thus, the use of generic male language may be more damaging to males' perceptions of society than to females' (Harrison, 1975, pp. 8-11).

B-2 Females often feel they are second-class citizens and believe that they cannot or should not participate in certain activities (for example, working outside the home). The generic rule has undoubtedly limited their world in general. Males are reinforced in the notion that they are the dominant group and are more powerful and important. They seem more likely than women to ignore the presence of females, and thus create world views that do not reflect reality.

B-3 In general, the generic rule shows that men are in greater control of the power centers (economic, political) and have been considered more important, active, and full of ideas than women. In general, the rule mirrors inequality.

Activity C:
The generic rule and your community

Here are some new rules being used in place of the generic rule. These rules are guidelines for writers and editors at the McGraw-Hill Publishing Company. This company publishes many textbooks, as well as other books.

Language Considerations	
Man-words	
No	Yes
Mankind	Humanity, human beings, human race, people
If a man drove 50 miles at 60 miles per hour . . .	If a person (or driver) drove 50 miles at 60 miles per hour. . .
Grew to manhood	Grew to adulthood
Manpower	Human power, human energy, workers
Pronouns	
No	Yes
The average American drinks his coffee black.	The average American drinks black coffee. Most Americans drink their coffee black.
Occupations	
No	Yes
Congressman	Member of Congress, Representative
Businessman	Business executive, business manager
Fireman	Firefighter
Foreman	Supervisor

Guidelines for Equal Treatment of the Sexes in McGraw-Hill Book Company Publications, n.d.

Check with the newspaper, radio stations, and school board in your city to find out whether they use the male generic rule. If they don't, find out what rules they do use.

Activity D:
Does the generic rule affect your choices?

In this activity, you will find out whether the generic rule affects other people.

Activity D is an adaption of an experiment in which high school students were asked to rate job advertisements according to the level of interest generated. When traditional (male generic) language was used, few girls indicated an interest in opposite-sex-typed jobs. When language was used that included both sexes (letter carrier) or specifically referred to females (camerawoman), girls were much more likely to express interest in the job (Bem and Bem 1973, pp. 6-18).

Copy List 1, below, on three separate sheets of paper. Do the same for List 2. Outside of class, show List 1 to three girls. Show List 2 to three other girls. Then have each girl put an X by all of the occupations on her list that sound interesting to her.

List 1: Generic	List 2: Specific
businessman	businesswoman
fireman	firewoman
congressman	congresswoman
car repairman	car repairwoman
salesman	saleswoman
cameraman	camerawoman
mailman	mail carrier
logman	forester

In class, compare the results of the six lists. To do this, find the average number of Xs marked on the three copies of List 1. Then find the average number of Xs marked on the three copies of List 2.

Now discuss the following questions:

D-1 Which list had the higher average of Xs?

D-2 a. Do you think that girls feel they have more choices if the word woman is used instead of man?

b. Do you think that boys feel they have more choices if the word man is used instead of woman?

D-3 Do you think that the generic rule affects people's understanding of the world? How?

D-4 Look back at the lists. For each occupation, make a list of words that could represent both men and women. Which list do you think is most fair: List 1, List 2, or your new list? Why?

D-5 Do you think the generic rule should be changed? What new rules would you make:

a. For the singular pronoun generic form (everyone . . . he)?

b. For generic nouns (man, mankind)?

c. How could you enforce these new rules?

D-1 If results of the class experiment are like those of the previous experiment, girls will be more likely to express an interest in jobs on the second list.

D-4 Business executive, firefighter, Representative, car repairer, salesperson, camera operator, mail carrier, forester. The new list above is considered the most fair, based on studies of people's perceptions, since both females and males are more likely to see themselves (and consequently participate) in these occupations than in the occupations in the previous lists. The U.S. Department of Labor has rephrased occupational titles to eliminate sex bias. (Dictionary of Occupational Titles: Job Title Revisions to Eliminate Sex and Age Referrant Language. Superintendent of Documents, Government Printing Office, Washington, D.C. 20402, 1975. Cost–$4.50)

D-5 There is considerable dispute among linguists, feminists, and writers as to what changes should be made, if any. However, most publishing houses have in some way modified their use of the generic.

a. Alternatives to using the singular male pronoun include:

- Use both masculine and feminine forms (she or he, his or her)
- Alternate masculine and feminine forms in examples
- Rewrite sentences so the indefinite plural substitutes for the singular (they, their)
- Create new pronouns

b. Alternatives to using generic nouns are:

- Substitute general words that do not have a male connotation (people, human beings, business people)
- Use female-inclusive language (women and men)

Activity E: Flight check

Did you understand this lesson? To find out, answer the following questions without looking back at the lesson. Then, your teacher will help you check your answers.

Using the new rules your class substituted for the generic rule, revise the following sentences.

E-1 The problems of man have increased because of the nuclear bomb.

E-2 Everyone left his seat when the bell rang.

E-3 The chairman of the board called the meeting to order.

E-4 If a man works hard for eight hours a day, he probably wants to relax at night.

E-1 The problems of women and men, people, humanity have increased because of the nuclear bomb.

E-2 The students left their seats when the bell rang.

E-3 The chairperson of the board called the meeting to order.

The chairman (if male), chairwoman (if female) called the meeting to order.

E-4 If someone, a person works hard for eight hours a day, she or he probably wants to relax at night.

If people, women and men work hard for eight hours a day, they probably want to relax at night.

TEACHER OVERVIEW FOR LESSON 6

Duration: One or two class periods

Purpose: To have students analyze female and male actions described by passive and active verbs

Student Objectives:

- To classify passive and active verbs
- To generalize about the use of passive and active verbs in relation to the actions of females and males

Prerequisite:

Knowledge of the concepts of verb, main and helping verb, and action and state-of-being verb

Teaching Suggestions:

Level 1: Activities A, B, and C, orally; Activity D

Levels 2 and 3: All activities

Vocabulary: Active voice, passive voice

Evaluation Activity: Activity D (for general information about the use of evaluation activities, see page xii)

Background:

The following are the main points of the lesson. Make sure to emphasize them as often as appropriate.

- Active voice means the subject does the action, while passive voice means the subject receives the action.
- Language usage often presents female actions in the passive voice and male actions in the active voice. One reason for this occurrence is our society's stereotype of the traditionally passive female and active, aggressive male.

Lesson 6: Active and Passive People

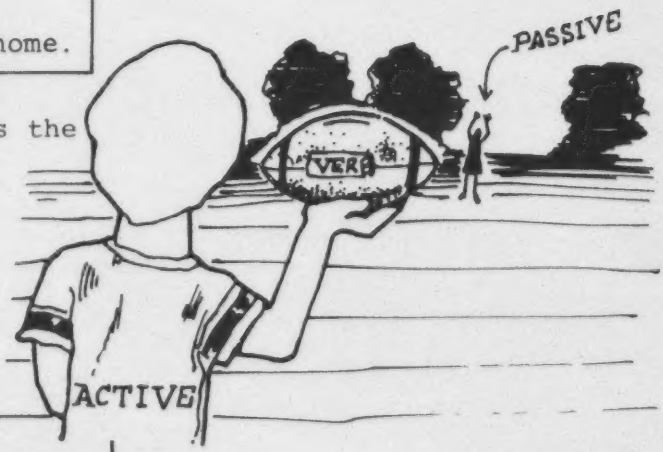
Activity A:
What are active and passive verbs?

Do you know that verbs can be active voice or passive voice?

Active voice means that the subject does the action. The following sentence shows an active verb.

Subject	Verb Active	Object	
He	walked	her	home.

Who does the action? He does. He is the subject of the verb.



Passive voice means that the subject of the sentence receives the action. Look at the following sentence:

Subject	Verb Passive	
She	was walked	home by him.

Who does the action in this sentence? He does. (He is walking her home. She is being walked home.) Who receives the action? The subject, she, does.

As you can see, sometimes the subject of the sentence <u>does</u> the action. And, sometimes the subject <u>receives</u> the action.

For the sentences below, write what the subject is. Then write a <u>D</u> if the subject <u>does</u> the action or an <u>R</u> if the subject <u>receives</u> the action.

<u>Remember</u>: If the subject does the action, the verb is active. If the subject receives the action, the verb is passive.

A-1 The chairperson introduced the speaker.

A-2 The speakers were introduced by the chairperson.

A-3 The president appointed Karen to the committee.

A-4 Karen was appointed to the committee by the president.

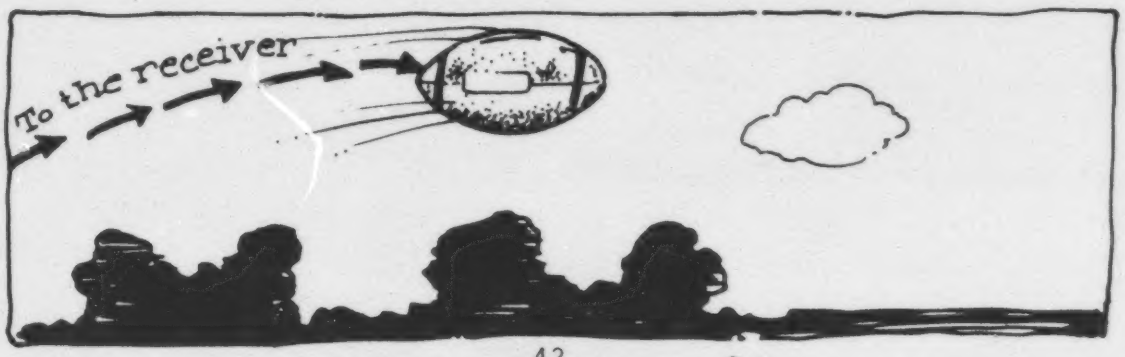
A-5 Every window has been broken by that storm.

A-6 That storm has broken every window.

A-1 Chairperson, D
A-2 Speakers, R
A-3 President, D
A-4 Karen, R
A-5 Window, R
A-6 Storm, D

Go back to the sentences above. Write what the verb is for each sentence. Write <u>A</u> by the verb if it is an <u>active</u> verb. Write <u>P</u> by the verb if it is a <u>passive</u> verb.

A-1 Introduced, A
A-2 Were introduced, P
A-3 Appointed, A
A-4 Was appointed, P
A-5 Has been broken, P
A-6 Has broken, A



Activity B:
Are males and females active or passive?

You may do this activity with a partner or by yourself.

For each of the following sentences, find the verb. Then write A for active voice and P for passive voice.

B-1 John took Marie out on a date.

B-2 John was taken out on a date by Marie.

B-3 Phil walked Sue home.

B-4 Phil was walked home by Sue.

B-5 Marie took John out on a date.

B-6 Marie was taken out on a date by John.

B-7 Alice walked Phil home.

B-8 Alice was walked home by Phil.

In real life, which sentences do you usually hear people say? In other words, when boys and girls go on a date, does the girl say, "I took him out," or does the boy say, "I took her out"?

B-9 Look again at the sentences in B-1 through B-8. Write X by the sentences that people are most likely to say.

B-1 Took, A

B-2 Was taken, P

B-3 Walked, A

B-4 Was walked, P

B-5 Took, A

B-6 Was taken, P

B-7 Walked, A

B-8 Was walked, P

B-9 Xs should be by B-1, B-3, B-6, B-8

B-10 B-1: male subject, active voice

B-3: male subject, active voice

B-6: female subject, passive voice

B-8: female subject, passive voice

B-10 Draw a chart like the one below. In the first column, write the number of each sentence that you wrote X by in B-9. These are the sentences that people actually say. Then write X in the appropriate column.

The Sentences People Say				
Sentence number	Subject		Verb	
	Male	Female	Passive voice	Active voice
Example: 1	X			X

Activity C: Class wrap-up

C-1 and C-2 See B-9 and B-10

C-3 a. People usually say that boys take girls out.

b. Boys are shown in language to be more active than girls--in dating, sports, and political or economic decision making.

C-1 Which sentences did you mark with X?

C-2 For the sentences you marked with X, were the male subjects active or passive? Were the female subjects active or passive?

C-3 Words reflect the attitudes of a society.

a. Do people usually say that boys take girls out, or that girls take boys out? Why?

b. What attitude is shown: that girls are more active than boys, or that boys are more active than girls?

C-4 Think about what happens on a date.

a. Who usually drives the car: a boy or a girl?

b. Who usually pays for a date: a boy or a girl?

c. Why do you think we have these customs?

d. What do you think about these customs: Should boys pay for dates or should girls pay? Why?

C-5 Do you think that passive people make a lot of decisions or a few decisions? Do you think that active people make a lot of decisions or a few decisions?

C-6 Think about girls who are passive and only go out when they are asked. Which choice are they giving up: whether to ask someone, or whether actually to go?

C-7 Because of social customs, who make more important decisions: men or women? Is this custom good or bad? Why?

C-4 c. These customs came from the past and at some point were probably more appropriate than they are today. However, now more women are working and insisting on equal rights, including an equal right to decision making, power, initiating friendships, and giving (providing) financially.

d. Girls and boys should learn to be flexible in their roles. Factors to consider when deciding who should pay include who's working, who took the initiative in asking the other person out, and who wants to pay. Often, people "go dutch."

C-5 Passive people tend to make few decisions, preferring to let others make the decisions. Passive people won't be in as many decision-making situations in the first place, since they aren't involved in as many situations. The opposite is true for active people involved in a variety of situations. Activity breeds knowledge, which forms the basis for good decision making. Activity also can imply initiative, which in turn implies decision making.

C-6 Both, since if a girl waits to be asked, she may not go at all, and she certainly has given up her right of initiating the activity.

C-7 Men make more powerful decisions in our society, dominating the areas of law, money, and politics. On a family level, financial decisions are often the male's.

Many families are changing this tradition, since women want to be involved, both personally and in business, in decisions that affect them. In this way women can feel and exercise greater control over their lives.

Activity D: Flight check

Did you understand this lesson? To find out, answer the following questions without looking back at the lesson. Then, your teacher will help you check your answers.

In the sentences below, write A if the verb in the sentence is in the active voice and P if the verb in the sentence is in the passive voice.

D-1 A
D-2 A
D-3 P
D-4 P
D-5 P

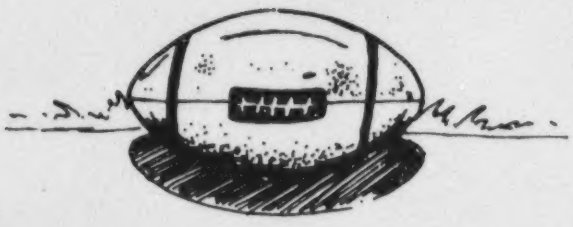
D-1 Her mother called the school to find out where she was.

D-2 Brandon played football every day after school.

D-3 The football was thrown by Clarence.

D-4 Theoria's team was defeated by Sharon's team.

D-5 Phil was taken to school by his father.



Duration: One or two class periods

Purpose: To show how positive and negative connotations of words reflect cultural values

Student Objectives:

- To identify the denotations and connotations of given words
- To relate connotations to cultural values of females and males

Teaching Suggestions:

Level 1: Activities A and B, orally; Activities C and D

Levels 2 and 3: All activities

Vocabulary: Objective, subjective, denotation, connotation

Evaluation Activity: Activity D (for general information about the use of evaluation activities, see page xii)

Background:

The following are the main points of the lesson. Make sure to emphasize them as often as appropriate.

- The denotation of a word is its factual definition.
- The connotation of a word is the feeling or emotion suggested by the word.
- Often in our language, male words have more positive connotations than their female equivalents.

This lesson focuses on how connotations in language depict males and females. Often, words used to describe male role characteristics connote power, intelligence, dignity, or respectability, with lack of emphasis on sexual desirability. For women, connotations include evil use or misuse of power, emphasis on sexual desirability or beauty, the need to have a husband, weakness, or passivity.

In our culture, women who have "too many" ideas have traditionally been looked down upon, and our culture has not accepted women who are unattractive, old, or single. Men, however, have been revered for having ideas and power, and our culture has more readily accepted men who are unattractive, old, or single.

Lesson 7: Positive and Negative Connotations

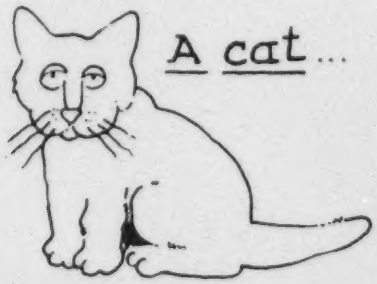
Activity A: Two ways to describe

You can describe objects in two different ways. One way is by using words that describe the object exactly or factually. The other way is by using words that describe your feelings about the object.

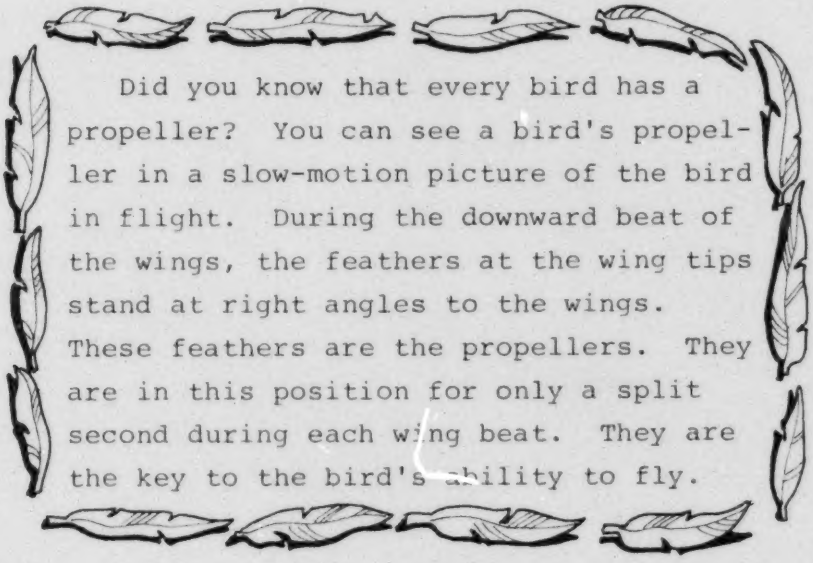
The first way to describe is called objective. The writer tries carefully to describe the object and to leave out any feelings.

The second way to describe is called subjective. In this case, the writer expresses emotions (feelings) about the object.

Look at the illustrations below. Which one is objective (factual)? Which one is subjective (emotional)?



Here is an example of objective writing.

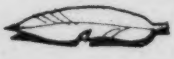


Did you know that every bird has a propeller? You can see a bird's propeller in a slow-motion picture of the bird in flight. During the downward beat of the wings, the feathers at the wing tips stand at right angles to the wings. These feathers are the propellers. They are in this position for only a split second during each wing beat. They are the key to the bird's ability to fly.

Now, look back through the paragraph. Can you find any examples of the writer's emotions? Probably not, since this paragraph uses only factual, objective words. These words have only a denotation. That is, they have a factual definition.

Some words also have a connotation. This means that the use of the word causes you to feel a certain attitude or emotion.

Look again at the paragraph above. What are some words that you could add to show emotion about a flying bird? What about the words soaring, graceful, or beautiful? All of these words show feelings—therefore, they are subjective words.



Look at these words.

car

automobile

limousine

Which of these words means vehicle that moves on wheels? This definition is the denotation of all three words. Cars, automobiles, and limousines all are vehicles that move on wheels.

What is the connotation of each word? You probably don't feel much emotion when you hear the word car. But what do you feel when you hear the word limousine? Limousine may cause you to think of the President of the United States, James Bond, the CIA, or rich people being chauffeured to the Academy Awards. You may be excited or envious. You probably feel more emotion when you hear limousine than you do when you hear car.

Look at the words underlined below. Use the dictionary to find the denotation (exact meaning) of each word. Then write a short definition.

Each word will also suggest a meaning (connotation) that will cause emotions. If the connotation makes you feel good, write positive. If you feel bad when you read the word, write negative.

A-1 Let freedom ring:

a. Denotation

b. Connotation

A-2 The house was haunted.

a. Denotation

b. Connotation

A-3 The clown wore a scarlet cape.

a. Denotation

b. Connotation

A-4 She vowed to get revenge.

a. Denotation

b. Connotation

A-5 The snake bared its fangs.

a. Denotation

b. Connotation

A-1 a. Independence (a variety of definitions here)

b. Positive

A-2 a. Inhabited by ghosts

b. Negative

A-3 a. Joker, jester, or comedian

b. Positive (probably)

A-4 a. The act of getting even

b. Negative

A-5 a. A limbless, scaled reptile

b. Negative

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Activity B:
Male and female connotations

You may do this activity with a partner or by yourself.

Look at this pair of words.

B-1 What is the denotation of wizard?

B-2 Is the connotation of wizard positive or negative?

B-3 What is the denotation of witch?

B-4 Is the connotation of witch positive or negative?

B-5 Which word describes a male magician?

B-6 Which word describes a female magician?

B-7 Which word connotes (suggests) old age?

B-8 Which word connotes ugliness?

B-9 Which word connotes wisdom?

B-10 Who is more respectable: a wizard or a witch?

B-11 Who is more evil: a wizard or a witch?

B-1 A wise man or a man skilled in magic

B-2 Positive

B-3 A woman with evil supernatural power

B-4 Negative

B-5 Wizard

B-6 Witch

B-7 Witch

B-8 Witch

B-9 Wizard

B-10 Wizard

B-11 Witch

Look at this pair of words

BACHELOR

OLD MAID

B-12 Bachelor

B-13 Old maid

B-14 Bachelor

B-15 Old maid

B-16 Old maid

B-12 Which word refers to an unmarried male?

B-13 Which word refers to an unmarried female?

B-14 Which word connotes romance (a good time)?

B-15 Which word connotes boredom?

B-16 Which word connotes unhappiness?

Activity C: Class wrap-up

C-1 Remember, our language reflects the values of our culture. Look at the connotations of bachelor and old maid. In our culture, is it more acceptable for men not to marry or for women not to marry? Why?

C-2 In our culture, women who have power have often been feared. How is this shown in the connotations of wizard and witch?

C-3 In our culture, is it more acceptable for men to grow old or for women to grow old?

C-4 Look at this pair of words: man, woman.

a. Which word more strongly connotes beauty?

b. Which word more strongly connotes power?

c. Which word more strongly connotes thoughts and ideas?

C-1 Our culture has considered it acceptable for men not to marry or at least to postpone marriage until they are older. Until recent years, women were viewed as needing marriage to fulfill "natural" domestic roles of housekeeping and child care, and to provide nurturing for their husbands. However, research on personal happiness levels shows that single women rated themselves the happiest, followed by married men. Married women and single men were the least happy.

C-2 Historically, witches have most often been women who demonstrated power, intelligence, and abilities (such as treatment with herbal medicine) that were above the normal human sphere. Many times witches were blamed for unfortunate events (such as death in the family, severe storm) because science had not progressed sufficiently to explain the physical causes of these events. Thousands of witches (six times as many women as men) were killed in Germany, England, Scotland, and France during the witch-hunts between 1450 and 1750.

Today, a man with power is usually trusted more in our culture than a woman with power. Women are stereotyped as more emotional and inconsistent, whereas men are more often wise. Emphasize to students that this attitude isn't accurate. Mention women who have held leadership positions in other countries and in our own. Studies show that as women move into power positions in business, they are not only as successful as men, but contribute unique skills (ability to creatively compromise, for example).

C-3 It is more acceptable for men to grow old, since men's values come from their work, ideas, and contributions. For women, who traditionally have been more valued for their beauty and gentleness, growing old is not as acceptable, since they may lose their attractiveness.

Stress to students that all of these attitudes are in the process of change as the roles of men and women change.

C-4 a. Woman

b. Man

c. Man

C-5 Women are valued for beauty, while men are valued for thoughts and ideas. As a result, women feel that they have to be beautiful and spend time and energy trying to be beautiful or attractive. Women who are not beautiful feel as if their worth is diminished. Males who aren't strong or powerful (making a lot of money) may secretly feel as if they are failures in some way. This phenomenon may be true for students who exert peer pressure in terms of these stereotypes. Students should be encouraged to respect individual differences and not to judge each other according to arbitrary standards.

C-5 Look at the illustration below.

a. What is unusual about it?

b. Who is valued more for beauty in our culture?

c. Who is valued more for power and for thoughts and ideas?

d. Is this situation fair? How does it make women feel?

e. How do females who are not beautiful feel? How do males who are not powerful feel?

Activity D: Flight check

Did you understand this lesson? To find out, answer the following questions without looking back at the lesson. Then, your teacher will help you check your answers.

D-1 What does denotation mean?

D-2 What does connotation mean?

D-3 a. What is the denotation of witch?

b. Is the connotation of witch positive or negative?

D-1 Exact definition

D-2 Feeling or emotion suggested by a word

D-3 a. Woman with evil supernatural powers

b. Negative

TEACHER OVERVIEW FOR LESSON 8

Duration: One or two class periods

Purpose: To introduce students to female and male stereotypes reflected in language

Student Objective:

- To distinguish between stereotypic language and language that describes individual differences

Teaching Suggestions:

Level 1: Activities A and B, orally; Activity C; Activity D

Levels 2 and 3: All activities

Vocabulary: Stereotype, accurate

Evaluation Activity: Activity D (for general information about the use of evaluation activities, see page xii)

Background:

The following are the main points of the lesson. Make sure to emphasize them as often as appropriate.

- Stereotypes are labels used to identify groups and are based on the assumption that everyone in that group (male or female) has those characteristics. Comparisons of men and women are often based on stereotypes of what males and females "are like" or "should do."
- Stereotypes foster self-concepts that limit people's role options.

Research has demonstrated few real differences in personality or intellectual functioning between the sexes. Commonly held myths are that girls are more social, more suggestible, better at rote learning and repetitive tasks, and have lower self-esteem than boys. In reality, individual females and males vary greatly in their abilities, interests, values, and activities. These differences are greater than those between males as a group and females as a group (Maccoby and Jacklin 1974). Yet our language conveys stereotypes about females (they are weak, passive, emotional, gentle) and males (they are strong, aggressive, dominant, active, rough) that are inaccurate. Students should be encouraged to consider how the use of stereotypes in language can affect their behavior.

Lesson 8: Language Comparing Women and Men

Activity A: Like a man or like a woman?

Often, people describe other people by saying they do something like a man or like a woman. Are these phrases accurate, that is, are they free from error? Usually, such phrases are not accurate or realistic. Instead, they are stereotypes.

A stereotype is an oversimplified belief about a group of people. Stereotypes suggest that everyone in those groups should or will act in the same way. For example, the statement "boys don't cry" shows a stereotype about males.

Our society has stereotyped boys as being less emotional than girls. However, males feel as many emotions as females. This stereotype may cause some males to try to act unemotional.

Let's look at some stereotypes shown in our language. Use the illustrations below to answer the following questions.

A-1 Male

A-2 Female

A-3 Human being whose gender is masculine

A-4 Powerful

A-5 Human being whose gender is feminine

A-6 Weak

A-7 Stereotypic; many women are strong and many men are weak.

A-8 Weaker; language can affect how people feel about themselves.

A-9 Not okay to cry; unfortunately, in both cases (A-8 and A-9), stereotypes may be adopted by unthinking people as accurate, thus limiting their own self-concepts and role options, as well as their ideas about other people.

A-1 Who seems to be taking defeat with courage?

A-2 Who seems to be taking defeat with no courage?

A-3 What is the denotation (exact meaning) of man?

A-4 What is the connotation (suggested meaning) of man in the picture: powerful or weak?

A-5 What is the denotation of woman?

A-6 What is the connotation of woman in the picture: powerful or weak?

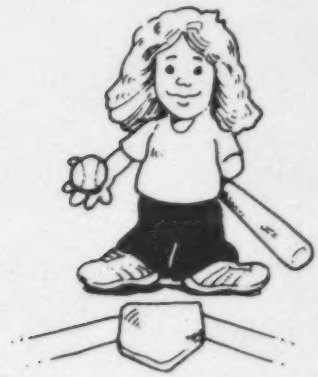
A-7 Do you think these pictures are accurate (realistic) or are stereotypes? Explain.

A-8 If females are always told they are weak, will they probably become weaker or stronger?

A-9 If males are always told to hide their feelings, will they think it is okay to cry or not okay to cry?

Activity B:
A tomboy or a sissy?

Look at these pictures.



"She is a tomboy."

"He is a sissy."

B-1 What is the denotation of tomboy?

B-2 Is the connotation of tomboy negative or positive?

B-3 What is the denotation or sissy?

B-4 Is the connotation of sissy positive or negative?

B-5 Which has a worse connotation: tomboy or sissy?

B-6 The words sissy and tomboy are based on stereotypes about what girls should not do and what boys should not do. Name at least two such actions for boys and two for girls.

B-7 How do these names make boys and girls act?

B-8 Do these names give boys and girls more freedom or less freedom to act as they wish?

B-1 A girl who acts like a boy

B-2 Somewhat negative, but less negative than sissy

B-3 A boy who acts like a girl

B-4 Negative, certainly more negative than tomboy

B-5 Sissy

B-6 Boys: shouldn't cry or show emotions, shouldn't do housework, shouldn't display weakness or softness, shouldn't play with dolls, shouldn't dance professionally

Girls: shouldn't play baseball or football (especially with boys), shouldn't curse, shouldn't physically fight with someone else, shouldn't be rough

B-7 Girls and boys shy away from doing certain things even though they would enjoy them.

B-8 Less freedom, since they arbitrarily limit one's role options

Activity C: Class wrap-up

C-1 Discuss your answers for Activities A and B.

C-2 Look at the pictures in Activity A. Reword the phrases under the pictures so they represent humans, not males or females.

C-3 How different are boys and girls? Do only girls feel like crying? Do only boys enjoy sports? Do you think the words tomboy and sissy are based on stereotypes? Why or why not?

C-4 Is crying always a sign of weakness?

C-5 Do you have more choices if people think of you as a girl or a boy or as a person? Explain.

C-6 If language changes as people change, why do stereotypes exist?

C-2 Taking defeat honestly by showing feelings; taking defeat with courage by hiding feelings; taking defeat as a coward.

C-3 Stress that boys and girls are more alike than different. We are all humans, and humans have the same basic needs, such as love, friendship, knowledge, food, sleep, respect and power over our lives. Boys and girls should think of themselves as individual people when deciding what to do and say.

C-4 Crying and showing other emotions are natural and do not necessarily show weakness. Instead, crying can show love, affection, patriotism, and so on.

C-5 More choices if a person. Then one can have much more flexibility in choosing or defining roles.

C-6 Just as our culture resists change, it resist changes in language. Often, people's attitudes are very slow to change, even though change in behavior has taken place. Until people's attitudes change, language will probably show these stereotypic attitudes. While it is not possible to eliminate all stereotypes, students can learn techniques for identifying and analyzing stereotypes.

Activity D: Flight check

Did you understand this lesson? To find out, answer the following questions without looking back at the lesson. Then, your teacher will help you check your answers.

D-1 What are two stereotyped connotations of like a man?

D-2 What are two stereotyped connotations of like a woman?

D-3 What does stereotype mean?

D-1 Sample answers: strong, powerful, courageous, wise

D-2 Sample answers: weak, emotional, foolish

D-3 An exaggerated belief about a group of people

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TEACHER OVERVIEW FOR LESSON 9

Duration: One or two class periods

Purpose: To show how occupational labels reflect cultural attitudes about female and male workers

Student Objectives:

- To identify female and male occupational labels and generalize about the values they show
- To generate alternative forms of occupational labels

Teaching Suggestions:

Level 1: Activities A and B, orally; Activity C; Activity D

Levels 2 and 3: All activities

Vocabulary: Label, occupational label, suffix

Evaluation Activity: Activity D (for general information about the use of evaluation activities, see page xii)

Background:

The following is the main point of the lesson. Make sure to emphasize it as often as appropriate.

- Occupational labels often designate whether work is being done by a male or a female. This differentiation reflects people's attitudes that a different level of work is being done, and in some cases that the work done by females somehow isn't as important, valuable, or serious as that done by males. (Certainly, poet sounds more solid and serious than poetess.)

Lesson 9: Using Occupational Labels to Define Each Other

Activity A (discussion): What are labels?

A-1 Look at the following illustrations. What names (labels) are used instead of the people's names?

A-1 Father, baby, poet, singer

A-2 What are some other examples of labels?

A-3 When might labels be unfair?

A-2 President, teacher, student, son, daughter, mother, father, lawyer, painter, coward, hero, joker

A-3 Labels are unfair when they hurt others and when they don't accurately represent the person but instead represent one's feelings about the person. Such labels include stupid, idiot, dummy, sissy, and so on.

Activity B:
What are occupational labels?

You may do this activity with a partner or by yourself.

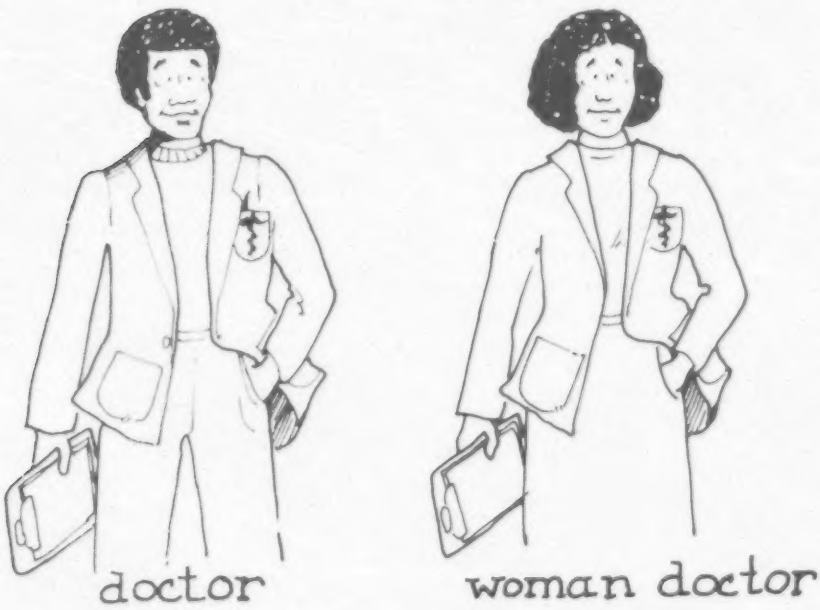
One way to define people is to label them. To label means to name. When you label a person, you don't use the person's real name—like Ursula or John. Instead, you think of another word to use in place of the name.

Here are some examples of labels: wife, husband, nurse, mother, father, poet, singer, jockey, waitress. As you can see, these labels help to define these people. The labels describe what the people do (their roles).

Which label do you prefer: person or boy or girl? Why?

There are many kinds of labels. In this lesson, you'll be thinking about occupational labels: names that describe a person's usual or principal work or business.

Look at the following illustrations and words.
Then answer the questions below them.



B-1 Which term can be used for either a man doctor or a woman doctor?

B-2 Which term can be used only for a woman doctor?

B-3 Which term sounds more important: doctor or woman doctor?

B-4 Which term makes a female doctor sound as important as a male doctor: doctor or woman doctor?

B-5 If you were a woman who was a doctor, which would you want to be called: doctor or woman doctor?

B-6 Which term sounds more important: lawyer or woman lawyer?

B-7 Which term makes a female lawyer sound as important as a male lawyer: lawyer or woman lawyer?

B-8 Which term do you think should be used for a female who is a lawyer: lawyer or woman lawyer?

B-1 Doctor
B-2 Woman doctor
B-3 Doctor
B-4 Doctor
B-5 Variety of answers
B-6 Lawyer
B-7 Lawyer
B-8 Lawyer

Now look at the following pairs of words.

a.	b.	c.
major	waiter	steward
majorette	waitress	stewardess

A suffix is a letter or group of letters added to the end of a word to change the meaning. Here are some examples: gangster, auctioneer, speedy, dramatize. The underlined letters are the suffixes.

B-9 What suffixes have been added to the second word in each pair above? How has the suffix changed the meaning?

B-10 Does each pair above describe the same job or different jobs?

Look at the following words, which represent occupations or roles.

a.	tailor	seamstress
b.	waiter	waitress
c.	steward	stewardess
d.	poet	poetess

B-11 Which word in each pair sounds like a more important or better-paying job?

B-12 Which words are the feminine form of each occupation?

B-13 Compare the words. Do feminine labels make a word sound more important or less important?

B-9 a. ette
b. ress
c. ess
These suffixes change the word from generic to female.

B-10 The same basic job, although the male jobs are often better paid or more prestigious

B-11 Probably the first word in each pair

B-12 The second word in each pair

B-13 Probably less important, females also are frequently paid less for the same jobs

B-14 If women and men have the same occupation, how many words do we need for that occupation: one or two? Why?

B-15 If we use a different word for women in an occupation, does this show that women do the job as well as men or differently from men?

B-16 If you were a woman who was a poet, which would you rather be called: poet or poetess? Why?

B-17 If we use a different word for men in an occupation, does this show that men do the job as well as women or differently from women?

B-18 If you were a man who was a nurse, what would you like to be called: nurse or male nurse? Why?

B-14 One, to represent the occupation

B-15 Different from men

B-16 Probably poet, because it carries more weight, is more frequently used, puts all poets in the same occupational category

B-17 Different from women

B-18 Variety of answers; however, nurse can represent both males and females

Activity C: Class wrap-up

C-1 Discuss your answers to the questions in Activity B.

C-2 You have learned that often the same job has different labels for men and women.

a. What do these labels show about society's attitude toward men's and women's work?

b. Whose work seems to be valued more highly?

c. How can we change our language to reflect equal values?

C-3 Do you think occupational (work) labels are changing to reflect equal value for work done by men and women?

C-2 Our culture has taken women less seriously than men in many paid occupations (and paid them less). If our culture valued male and female work equally, there would probably be only one word for the occupation. Equal value is shown in equal wording. (Stress this point.)

C-3 Occupational labels are changing. The federal government now uses a standardized list of occupational labels. The list is composed of words that represent both men and women. This means, among other things, that the suffix man has been deleted (see Lesson 5). Stress that change is slow. People generally resist change, and as a result, language changes slowly.

C-4 a. Tailor
b. Model
c. Cleaning person
d. Author
e. Construction supervisor
f. Salesperson

C-4 Here is a list of occupational labels. Some refer to men and some to women. Change each label to a word that can refer to either men or women.

a. seamstress

b. male model

c. maid

d. authoress

e. foreman

f. salesman

Activity D: Flight check

Did you understand this lesson? To find out, answer the following questions without looking back at the lesson. Then, your teacher will help you check your answers.

D-1 To name, characterize

D-2 a. Secretary
b. Doctor
c. Office assistant, clerk
d. Cleaning person
e. Trash collector
f. Guard

D-1 What does <u>to label</u> mean?

D-2 Change these labels to represent either a man or a woman:

a. male secretary

b. woman doctor

c. office boy

d. housemaid

e. trashman

f. watchman

TEACHER OVERVIEW FOR LESSON 10

Duration: One or two class periods

Purpose: To show how terms of address reflect cultural attitudes and stereotypes about female and male roles

Student Objectives:

- To identify female and male terms of address and to generalize about the values they show
- To generate alternative forms of female and male terms of address

Teaching Suggestions:

All levels: All activities

Vocabulary: Terms of address

Evaluation Activity: Activity E (for general information about the use of evaluation activities, see page xii)

Background:

The following are the main points of the lesson. Make sure to emphasize them as often as appropriate.

- Terms of address in our language show that our culture accords women less respect and individuality than it accords men.
- Terms of address in our language show that women are often rewarded on the basis of their physical appearance, whereas men are rewarded for having ideas and making money.

Lesson 10: Terms of Address

Activity A (discussion): Looking at labels

A-1 Look at the following illustrations. What labels are used? What would normally be used instead of the labels?

A-1 Turkey, old-timer; the people's names

A-2 What does it mean to address someone? Name some terms of address (words or groups of words used to call a person by a specific name or title) you use.

A-2 To speak to them or try to get their attention

Some students listened to salespeople talking to customers. They wrote down what terms of address the salespeople used. The words are shown below.

List 1 Names men called women		List 2 Names women called men
lady	sweetie	sir
young lady	miss	dear
kiddo	lovey	
ma'am	girl	
senorita	baby	

A-3 Women

A-4 Probably because females are often treated as attractive, rather helpless objects to be treated with gentleness and not to be taken too seriously. Some men may use these terms partly to assert their own sense of superiority.

Males are generally accorded more respect and treated with less familiarity.

A-3 Who were called more names (labels): men or women?

A-4 Why do you suppose this happened?

Activity B: Another way to label

You may do this activity with a partner or by yourself.

In the last lesson, you learned about occupational labels. Another way to label people is to address them with a word that isn't their own name.

Here are some examples:

"Hey, you!!" "Hi, kiddo."

"Hello, gorgeous!!"

You found in Activity A that sometimes men have more labels for women than women have for men. What attitudes do the labels show?

B-1 Look at the list again. Which set of words sounds more respectful: List 1 or List 2?

B-2 According to the lists, who seems to be in charge? Who seems to be attractive?

B-3 What attitudes toward women does the first list show?

B-4 What attitudes toward men does the second list show?

B-5 If you were called sweetie or little lady, would you feel powerful or sweet?

B-6 If you were called ma'am instead of sweetie, would you feel more powerful or less powerful?

B-7 Write at least two words that boys use to address girls in your school (for example, baby). Write two words that girls use to address boys in your school.

B-8 What names do boys use to address girls to show that girls are attractive or desirable?

B-9 Do girls or boys try harder to be attractive?

B-10 If a girl wants to be taken seriously and feel in charge, what can she do?

B-1 List 2

B-2 Males seem to be in charge; females seem to be attractive.

B-3 That they are attractive, soft, helpless, unimportant, young

B-4 Respect, lack of familiarity

B-5 Probably more sweet than powerful

B-6 More powerful

B-7 Variety of answers

B-8 Sample answers: sweetie, dear, gorgeous, chick, beautiful, baby

B-9 Girls; they are socialized by the media and their peers to feel that it is more important to be attractive and get married than almost anything else. Until recently women defined themselves in a more limited way, with the result that women devoted more energy to men and to their families than to careers.

B-10 Spend less energy on being attractive to males and concentrate on other areas such as careers, scholarship, and physical fitness. All of these have rewards that may prove more fulfilling than male admiration or approval.

Activity C:
Husbands and wives

Form a group with three or four other students. Look at the following pairs of words:

John
John's wife

John Jones
Mrs. John Jones

Now answer the following questions aloud, according to your opinions.

C-1 How is the woman identified: by her name or by her husband's name?

C-2 How often do you think women are identified by their husband's name: very often, often, or not very often?

C-3 How often do you think men are identified by their wife's name: very often, often, or not very often?

C-4 In the above example, is the female defined as an individual or as a possession of someone else?

C-5 How do you think a female should be defined: as an individual or as a possession of someone else?

C-6 In general, does our language show that men belong to women, or that women belong to men? Should this view change?

C-7 In our culture, most wives have their husband's last name. Discuss what you think about people changing their names.

a. Should women change their name when they marry? Should men? Why or why not?

b. After discussing these points, have your group recorder write a paragraph explaining your group's feelings. There are no right or wrong answers.

C-1 Her husband's name

C-2 Very often

C-3 Not very often

C-4 Belonging to someone else

C-5 An individual

C-6 Women belong to men

C-7 Many people believe that it is important for everyone in the family to have the same last name. Historically, men have had legal status as property owners and women have not. Therefore, it was customary for families to use the man's last name.

Today both women and men are recognized individually under the law even if they are married. However, the custom of the woman changing her name to her husband's is still strong, even though she is not required to legally.

Women are increasingly using their given name instead of their husband's name for professional reasons or for convenience. Other people who marry may decide to use both the husband's and wife's last names so they will have the same last name. For example, Sophie Larsen and Miguel Jones may use Larsen-Jones (or Jones-Larsen) as their last name.

Activity D: Class wrap-up

D-1 Discuss your answers to Activity C. Your teacher will ask volunteers to read their responses to C-7.

D-2 What names do boys and girls use to describe each other?

D-3 What attitude does each name show? How does each name probably make the other person feel?

D-4 What are some names that make people sound more important? Less important?

D-5 How can people use terms of address to make both females and males feel important?

D-2 Variety of answers

D-3 Variety of answers

D-4 More important: sir, Mr., Mrs., Ms., Ma'am, distinguished guests

Less important: chick, dearie, sweetie, and so on

D-5 By using similar terms for males and females

Activity E: Flight check

Did you understand this lesson? To find out, answer the following questions without looking back at the lesson. Then, your teacher will help you check your answers.

E-1 List three labels that are used to address people.

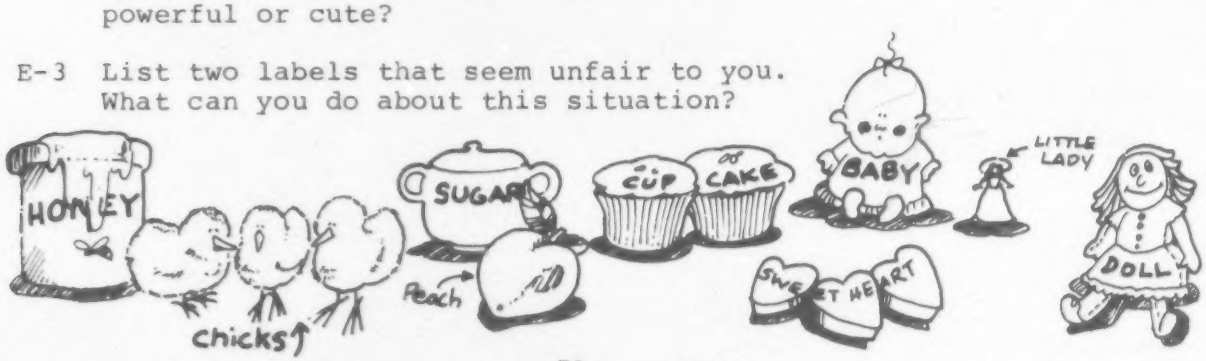
E-2 According to the study described in Activity A, did the labels men used for women show that men think women are powerful or cute?

E-3 List two labels that seem unfair to you. What can you do about this situation?

E-1 Variety of answers

E-2 Cute

E-3 Variety of answers



Sending Messages Part III

TEACHER OVERVIEW FOR LESSON 11

Duration: One or two class periods

Purpose: To introduce students to differences in female and male uses of qualifiers and disclaimers

Student Objectives:

- To identify disclaimers and qualifiers
- To generalize about the use of disclaimers and qualifiers by females and males
- To generalize about the appropriate use of disclaimers and qualifiers

Teaching Suggestions:

Level 1: Activities A and B, orally; Activity F

Level 2: Activities A, B, D, and F

Level 3: All activities

Vocabulary: Qualifier, disclaimer

Evaluation Activity: Activity F (for general information about the use of evaluation activities, see page xii)

Background:

The following are the main points of the lesson. Make sure to emphasize them as often as appropriate.

- Qualifiers are words and phrases used to soften or weaken statements.
- Disclaimers are phrases used to excuse what is being said.
- In general, females use more qualifiers and disclaimers than males, since females are socialized to be less dominant and aggressive than males.

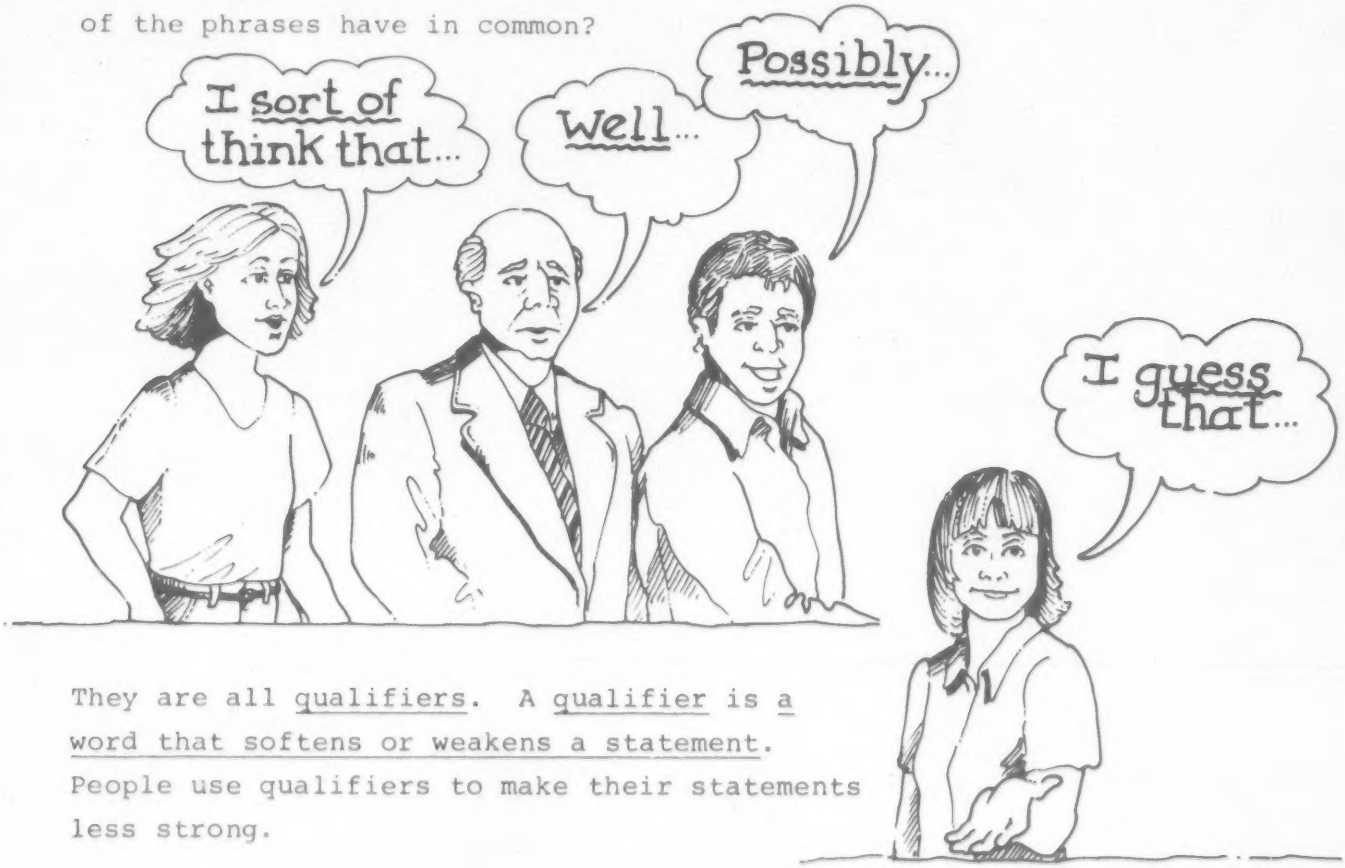
Studies show that females, who are often socialized to be more polite and less direct than males, use more qualifiers and disclaimers than males. These words and phrases are used to avert or avoid unwanted reactions to words, and to make statements less absolute in tone (Eakins and Eakins 1978, p. 43). As a result, females often sound more tentative and less confident in themselves than males. This can be detrimental to females in business and in other decision-making situations. On the other hand, males, who usually are socialized to be more blunt and straightforward than women, often sound overconfident or uncompromising.

Lesson 11: Speaking with Confidence

Activity A (discussion): What is a qualifier?

You have been studying about written words. In this lesson, you will be studying spoken language in conversations.

Look at the illustrations below. What do all of the phrases have in common?



They are all qualifiers. A qualifier is a word that softens or weakens a statement. People use qualifiers to make their statements less strong.

A-1 The sentence without qualifiers will sound stronger.

A-2 To be polite, to avoid hurting someone's feelings, to try not to sound too confident, to apologize for talking (females are socialized to be less direct and outspoken than males). The last reason probably undermines the listener's confidence in the speaker.

A-3 Second statement is weaker because it is less direct.

A-1 Think of a sentence that finishes each of the preceding phrases. Now say the same sentence without the qualifier. Which sentence sounds stronger?

A-2 Why might people want to soften or weaken a statement?

A-3 Look at the following illustrations. Which statement sounds weaker?

A-4 Sample answers: perhaps, it seems to me, I guess, well, probably, you know, I suppose, I think, sort of, okay

A-5 Appropriate: if someone else is angry or upset and you don't want to make the situation worse, or if you want to defer to that person because he or she is your superior.
Inappropriate: when you believe in your opinion and want or need others to respect your opinion. An example is a woman at a business meeting. If she uses too many qualifiers and disclaimers, she may not be taken seriously or have as much respect. People who don't seem to respect their own ideas probably receive little respect from others for those ideas.

A-4 What are some other qualifiers that you have heard people use?

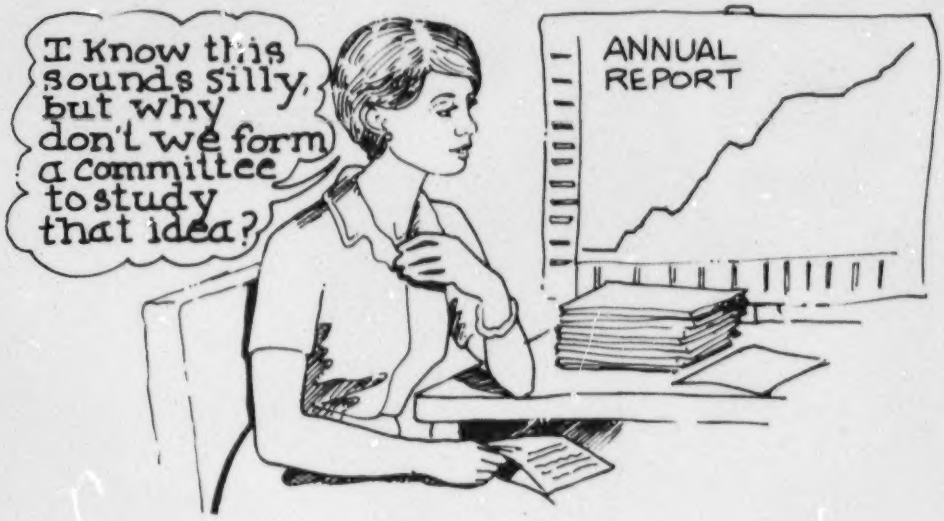
A-5 What are some situations in which qualifiers might be appropriate? Inappropriate?

Activity B:
What is a disclaimer?

Another set of words closely related to qualifiers is disclaimers. People use disclaimers to excuse what they are going to say. Look at the examples of disclaimers shown below.

You may not like this...
I know this sounds silly, but...
This may sound crazy...
I may be wrong, but...
Well, I'm not an expert but something tells me...

Use the following illustration to answer the questions below.



B-1 Do you think that the speaker really feels that what she is going to say is silly?

B-2 Does the speaker seem to feel confident about her idea?

B-3 Why do you think the speaker uses a disclaimer:

a. Because she doesn't want to sound too direct?

b. Because she doesn't feel confident about her idea?

c. Because she is trying to be polite?

B-4 Would the listener take the speaker more seriously or less seriously if she didn't use the disclaimer?

B-5 When should you use disclaimers? When should you not use disclaimers?

B-1 Probably not

B-2 Probably not, because she uses a disclaimer.

B-3 a

B-4 More seriously

B-5 You should use them when you are really unsure of your idea. You should not use them when you believe your idea is a good one. (You should be honest about your feelings.)

B-6 Studies have been made to find out whether more males or more females use qualifiers and disclaimers.

a. Who do you think are raised to be more polite: males or females?

b. Who do you think are raised to be more straightforward: males or females?

c. Are females likely or unlikely to use qualifiers and disclaimers?

d. Are males likely or unlikely to use qualifiers and disclaimers?

B-6 a. Females

b. Males

c. Likely

d. Unlikely

(Eakins and Eakins report that women in comparison to men rate themselves as having poorer logic and less command of the facts, and are more likely to hedge.)

Activity C: Learning from each other

Form a group with three or four other students. Discuss the questions below. Choose a group recorder to write your group's answers. There are no right or wrong answers.

C-1 Sometimes you should try to make a person feel comfortable, or try to avoid hurting someone's feelings. Think of three situations like this. Would you want to use disclaimers and qualifiers in these situations?

C-2 Usually, you should be honest and straightforward about your feelings. Think of three situations like this. Would you want to use disclaimers and qualifiers in these situations?

C-3 How should a person decide whether to use disclaimers and qualifiers?

C-1 Sample answers: if you are meeting someone for the first time, if the person is a guest, if the person is your business superior, if you know the person is sensitive

C-2 Sample answers: if you want to sell your idea in a business situation, if you want to gain more respect as a person with ideas, if you feel you are being treated as inferior to others present

C-3 According to the situation

Activity D:
Who uses qualifiers and disclaimers?

One way to find out who uses qualifiers and disclaimers is to observe people. This evening, watch a television program, or observe some friends or members of your family. Listen for qualifiers and disclaimers. As you observe, write:

- the disclaimer or qualifier
- whether the speaker is male or female

To help you, here is a list of qualifiers and disclaimers.

Qualifiers	Disclaimers
Perhaps. . .	I know this sounds silly, but. . .
It seems to me. . .	This may strike you as odd, but. . .
I guess. . .	Well, I'm not an expert, but. . .
Well. . .	Don't get mad, but. . .
Possibly. . .	This may sound crazy, but. . .
I suppose. . .	You're going to think this is stupid, but. . .
I think. . .	
You know. . .	
Sort of. . .	

Activity E: Class wrap-up

E-1 Discuss your answers for Activities C and D.

E-2 Some studies show that adult women generally use more qualifiers and disclaimers than adult men.

a. Do your findings in Activity D agree with these studies?

b. What causes more women than men to use qualifiers and disclaimers?

c. Should this situation be changed?

E-3 What can females learn from males in using qualifiers and disclaimers? What can males learn from females?

E-2 Males and females have been socialized differently. Females are socialized to be more polite and less direct. Males are socialized to be more blunt or straightforward. Better communication would occur if people chose their language according to the situation, not according to whether they are female or male. However, a woman may find herself in a double bind. If she uses qualifiers and disclaimers, her statements may not be taken seriously. If she uses direct, self-confident language, other people may think she is being pushy or unfeminine. Yet if a man uses the same direct, self-confident language, he may be viewed as assertive and effective.

E-3 Females can learn to be more assertive in appropriate situations by limiting the number of qualifiers and disclaimers they use. Males can learn to be more sensitive in appropriate situations by increasing the number of qualifiers and disclaimers they use.

Activity F: Flight check

Did you understand this lesson? To find out, answer the following questions without looking back at the lesson. Then, your teacher will help you check your answers.

F-1 List three qualifiers.

F-2 List three disclaimers.

F-3 What is a good reason to use disclaimers and qualifiers?

F-4 What is <u>not</u> a good reason to use disclaimers and qualifiers?

F-1 Sample answers: perhaps, it seems to me, well

F-2 Sample answers: I may be wrong, but. . . ; You may not like this. . . ; This may sound crazy. . .

F-3 Politeness

F-4 Dishonesty about your feelings because you think it is expected of you

TEACHER OVERVIEW FOR LESSON 12

Duration: One class period

Purpose: To introduce students to the use of indirect and direct requests by females and males

Student Objectives:

- To identify indirect and direct requests
- To generalize about the use of indirect and direct requests by females and males
- To generalize about the appropriate use of indirect and direct requests

Teaching Suggestions:

Level 1: Activities A, B, and C

Levels 2 and 3: All activities

Vocabulary: Request, direct request, indirect request

Evaluation Activity: None

Background:

Studies show that males are more direct than females in making requests. This behavior reflects the power structure in our culture, in which males hold more positions of power. Studies show that females are socialized to be more polite and less powerful or direct than males. Women are in a double bind. If they speak powerfully or with directness, they are labeled as masculine or aggressive. If they speak politely or indirectly, they are seen as weak.

Lesson 12: Making Requests

Activity A: What would you say?

Before you do this lesson, do the following experiment. There are no right or wrong answers.

Read the situation below. Then decide what you would say and write it down. Try to write what you would really say in a real situation.

A-1 You are a parent. Your child, John, starts to run into the street. You want to call him back.

You say:

A-2 You are a teacher. Your class has finished an assignment. You want to collect the papers.

You say:

A-3 Your friend is drinking some soda. You would like a sip of it.

You say:

A-4 You are the president of a public relations company. You want to ask some employees to attend a meeting that is about to start.

You say:

A-5 You are a state legislator. You need some legal information.

You say to your assistant:

Write your name on your paper and turn in your answers to your teacher.

Activity A: Save the papers to distribute during Activity D.

Activity B:
How do men and women make requests?

The word request means to ask someone to do something.

People make requests in different ways. Look at the following examples. Then answer the questions that follow.

a. Feed the dog!

b. Please feed the dog.

c. Will you feed the dog?

d. Will you please feed the dog?

e. Won't you please feed the dog?

B-1 Which request is the shortest (has the least number of words)?

B-2 Which requests are the longest?

B-3 Which request is the most direct (most like an order)?

B-4 Which requests are not very direct (more like questions)?

B-1 a

B-2 d, e

B-3 a

B-4 c, d, e

As you can see from these examples, the shorter the request, the more power or force it has. The longer the request, the less power or force it has.

Look at the requests below. Write D by the ones that are direct (powerful) requests. Write I by the ones that are indirect (less powerful) requests.

B-5 Draw your line at a 40-degree angle.

B-6 I'd like you to draw your line at a 40-degree angle.

B-7 Try not to get it off center.

B-8 Don't get it off center.

B-9 I'd just like to ask you how many students you have.

B-10 How many students do you have?

Change the following indirect requests to direct requests.

B-11 I was wondering if you fed the dog.

B-12 Well, let me just ask this: Why do you think he did that?

B-5 D

B-6 I

B-7 I

B-8 D

B-9 I

B-10 D

B-11 Did you feed the dog?

B-12 Why did he do that?

Activity C (discussion): When to be direct

C-1 To be polite, because the person is afraid of offending the person being addressed

C-1 Look at these two sentences:

> Let me know as soon as possible.
>
> Will you please let me know as soon as possible?

Why might a person use the second sentence instead of the first sentence?

C-2 Indirect

C-3 Males are more direct and are more often in powerful positions

C-2 If a person always uses indirect requests, how will others think of the person: as direct (powerful) or as indirect (less powerful)?

C-3 Do you think females or males are more direct? In our society, are females or males more often in powerful positions?

Activity D: What did you say?

Form a group with three or four other students. Find out which of your classmates use direct requests and which of your classmates use indirect requests. To do this, your teacher will give each member of your group someone's paper from Activity A. Use the papers to fill in a form like the one on the next page.

Use the definition of direct and indirect requests given earlier in the lesson. For example, if a person used the word please, or if the person wrote a question, mark the indirect column. If the person used as few words as possible or used an exclamation point, mark the direct column. Make sure to mark boy or girl on your form.

Boy _____ Girl _____	Number of words	Indirect	Direct
Situation 1			
Situation 2			
Situation 3			
Situation 4			
Situation 5			

Now answer the questions below. Choose a group recorder to write your group's answers.

D-1 Who used more words: boys or girls?

To find out, count all the words used by boys. Then determine the average by dividing that number by the number of boys' papers. Do the same for the girls' responses. Which average is higher?

D-2 Who used please more often?

D-3 Who used more questions? Who used more exclamation points?

D-4 Were boys or girls more direct?

Activity E: Class wrap-up

E-1 Discuss your findings in Activity D.

E-2 What do the results show about the way girls and boys are raised? What can girls do about this? What can boys do?

Duration: One class period

Purpose: To introduce students to the use of fillers, interruptions, and jokes by females and males

Student Objectives:

- To identify fillers, interruptions, and jokes
- To generalize about the use of fillers, interruptions, and jokes by females and males

Teaching Suggestions:

All levels: All activities

Vocabulary: Interruption, joke, filler

Evaluation Activity: None

Background:

The following are the main points of the lesson. Make sure to emphasize them as often as appropriate.

- Fillers are words such as uhm, you know, and well that convey hesitance in communication. Studies show that females use fillers more frequently than males do—which is probably the result of cultural stereotyping of females as docile.
- Interruptions and jokes are made more often by those in authority or in superior positions. Males demonstrate far more use of both, showing male versus female status in our society.

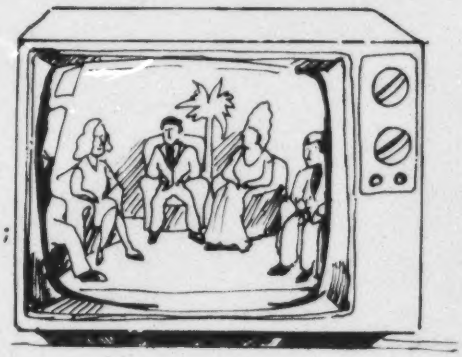
In a study of female-male conversational interaction reported by Eakins and Eakins (1978), females were found to use more fillers than males, probably as a result of socialization that emphasized female docility.

Other studies showed that the use of humor and interruptions is distributed by status. Those with less authority were found to make fewer witticisms and to interrupt less frequently. Males were found to use humor far more often than females, and to interrupt more frequently than females, reflecting male-female status in our culture (Eakins and Eakins, 1978, p. 76).

Lesson 13: Fillers, Interruptions, and Jokes

Activity A: Who interrupts and tells jokes?

Watch a talk show on television for at least 30 minutes.



Listen for interruptions and jokes. (Interruptions occur when someone starts to speak before someone else has finished speaking; jokes occur when someone says or does something to provoke laughter or amusement.)

A-1 As you watch, fill in a form like the one below. Put a mark in the appropriate column (female or male) every time someone interrupts or tells a joke. Be prepared to present your findings to the class.

	Female	Male
Interruptions		
Jokes		

A-2 Who interrupted more: males or females?

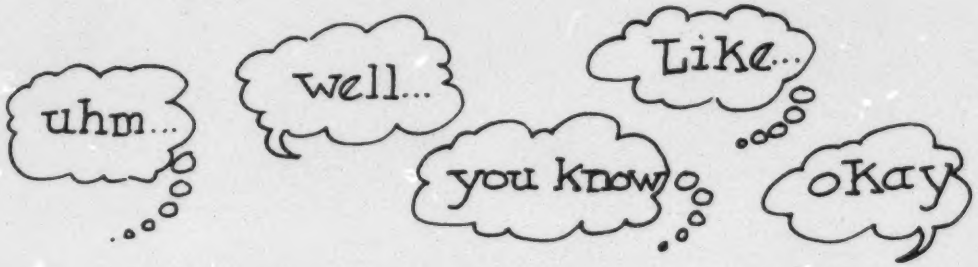
A-3 Who told more jokes: males or females?

A-4 Why might people interrupt?

A-4 Interruptions are often used to show power and domination.

Activity B: Who uses fillers?

Fillers are words like uhm, well, you know, like, and okay.



Find out who uses fillers. To do this, show to one girl and to one boy a picture, drawing, painting, or sketch in a magazine or textbook. Ask each person to describe the picture. During the description, listen for fillers. Repeat the process for another girl and another boy.

Activity C (discussion): What were your results?

C-1 Discuss your results for Activity A. Were there differences in the way females and males used interruptions and jokes?

C-2 How do you feel when you are interrupted? Have you ever interrupted another person? Why?

C-3 Is interrupting an effective way to communicate? Why or why not?

C-4 How do you feel when you tell a joke? Hear a joke?

C-5 Is joke-telling an effective way to communicate? Why or why not?

C-1 through C-3 Studies show that males tell jokes and interrupt more frequently than females. Interruptions can show domination. Males interrupt females more frequently than they interrupt other males. Interruptions are detrimental to effective communication.

C-4 and C-5 Some theorists suggest that humor is an outlet for aggression (Eakins and Eakins, 1978, p. 76) and that jokes are directed from people of higher status to those of lower status. Thus, if women are perceived as having lower status than men and perceive themselves that way, they are less likely to tell jokes and more likely to laugh in response to jokes by men. Jokes can provide enrichment to life and comic relief. They can also offend certain groups or individuals and, as such, contribute to stereotyping.

C-6 Discuss your results for Activity B.

a. Count the number of girls and the number of boys who described the picture. Then compare the total number of fillers used by each.

b. Who used more fillers: boys or girls?

C-7 Why might someone use fillers to communicate?

C-8 Is using fillers an effective way to communicate?

C-6 through C-8 Studies of adults show that women use a higher proportion of fillers when addressing males or conversing in their presence than do males in the reverse situation (Eakins and Eakins, p. 76). However, since neither girls nor women have been found to be inferior to males in language skills, the use of fillers may show submissiveness or lack of confidence. Although fillers are occasionally necessary while one searches for the right word, in general they do not contribute to direct, self-confident speech.

C-9 a. In Lessons 11, 12, and 13, you have learned about different communication methods for females and males. Review these methods.

b. What special problems do some males have in communicating? What causes these problems?

c. What can males learn from the way females communicate?

d. What special problems do some females have in communicating? What causes these problems?

e. What can females learn from the way males communicate?

C-9 Review the background and content of Lessons 11, 12, and 13.

Activity D: Deciding how to communicate

Write a paragraph about what kind of communication you think is best for you. Think about using each of the following:

- qualifiers (Lesson 11)
- disclaimers (Lesson 11)
- direct and indirect requests (Lesson 12)
- interruptions (Lesson 13)
- jokes (Lesson 13)
- fillers (Lesson 13)

TEACHER OVERVIEW FOR LESSON 14

Duration: Two or more class periods

Purpose: To introduce students to the use of body language as a means of nonverbal communication

Student Objectives:

- To identify types of body language
- To determine the attitude or feeling communicated through various forms of body language

Teaching Suggestions:

All levels: All activities

Vocabulary: Body language, nonverbal, nonverbal communication

Evaluation Activity: Activity D (for general information about the use of evaluation activities, see page xii)

Background:

The following are the main points of the lesson. Make sure to emphasize them as often as appropriate.

- The five main types of body language are touch, facial expression, body position, eye contact, and gesture.
- Body language communicates our attitudes and feelings to others.

This lesson is a prerequisite for Lesson 15, which examines male and female body language.

Lesson 14: Body Language

Activity A: What is body language?

Did you know that people can talk to each other without using words?

They may send the message on purpose. For example, a friend's smile may mean "I like you."

People also send messages without knowing it. For example, if someone wiggles or drums his or her fingers on a desk, the people around can probably tell that the person is nervous or bored.

These movements are called body language. If you know how to read body language, you can tell a lot about a person.

Body language is also called nonverbal communication. The word nonverbal means without words. Therefore, nonverbal communication means communicating without words.

Look at illustrations A-1 through A-5. Match them with the types of body language listed below.

a. Touch

b. Facial expression

c. Body position

d. Eye contact

e. Gesture

A-6 Look around your class right now. Find several examples of body language.

A-7 What are some examples of body language that show the feeling of inferiority? (Inferiority means that someone believes that she or he isn't as good as everyone else is.)

A-8 What are some examples of body language that show the feeling of friendliness?

A-6 Variety of answers

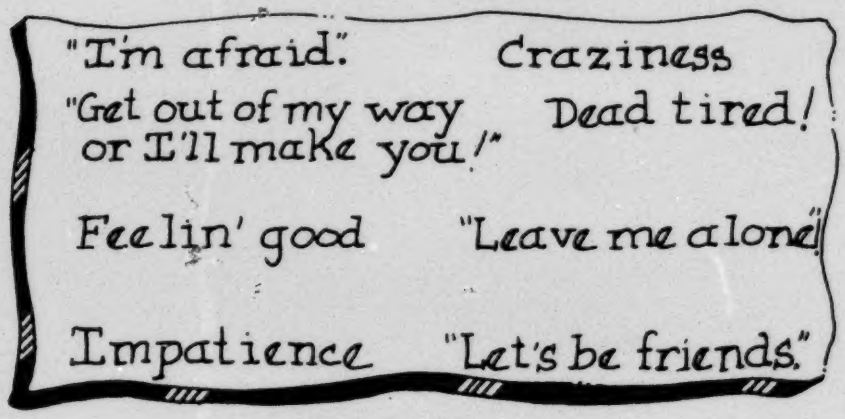
A-7 Sample answers: slouching, hunching up, looking down instead of at the person, making no gestures

A-8 Sample answers: back-slapping, hand-shaking, smiling, eye contact, kissing

Activity B: Charades

Form a group with three or four other students.

B-1 As a group, choose one of the feelings or attitudes below (or think of one of your own) to use in this activity.



B-2 Think of four or five ways to use body language to show the attitude or feeling you chose. Practice using this body language in your group.

B-3 Present your body language to the class. To do this, each person in your group should demonstrate one example of body language that shows the feeling or attitude your group chose.

Then ask the class to guess what feeling or attitude you are showing.

Activity C: Class wrap-up

C-1 Discuss your answers to A-7 and A-8.

C-2 Learned

C-2 Do you think body language is learned?

Hint: Is spoken language learned, or are we born with knowledge of it?

C-3 From those around

C-3 From whom do we learn body language?

C-4 Think of the kinds of body language that your parents use. Which kinds does your father use? Your mother?

C-5 This evening, observe your own body language or that of your family or friends. Be prepared to share your observations with the class.

Activity D: Flight check

Did you understand this lesson? To find out, answer the following questions without looking back at the lesson. Then, your teacher will help you check your answers.

D-1 Sample answers: touch, gesture, eye contact

D-1 Name three kinds of body language.

D-2 Sample answers: smiling, embracing

D-2 What is an example of body language that shows happiness?

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Duration: One or two class periods

Purpose: To introduce students to different uses of body language by females and males

Student Objective:

- To generalize about different uses of body language by females and males

Teaching Suggestions:

All levels: All activities

Vocabulary: Eye contact, facial expression, body position, appearance, gesture

Evaluation Activity: Activity F (for general information about the use of evaluation activities, see page xii)

Background:

The following are the main points of the lesson. Make sure to emphasize them as often as appropriate.

- Males and females show differences in their use of body language (Henley 1977).
- Men are more likely to stare or to avoid eye contact, whereas women are more likely to establish direct eye contact or to avert their eyes downward.
- Women are more likely than men to show emotions in their facial expressions, and women smile more frequently than men do.
- Men are more likely to assume relaxed, sprawling body positions, whereas women are more likely to hold themselves in more constricted, tense positions.
- Men are more likely to use large, sweeping gestures, whereas women's gestures are smaller and more inhibited.

Note: The above generalizations apply as well to communication between people of different status (subordinate and superior).

Lesson 15: Male and Female Body Language

Activity A (discussion): What did you observe?

A-1 Discuss what you observed about body language from Activity C in Lesson 14 (observations you made that night).

a. What kinds of body language do you seem to use the most?

b. What kinds of body language do your family or friends seem to use the most?

A-2 Think about the body language you see every day.

a. Are there any kinds of body language that mostly girls use or mostly boys use?

b. If so, what are they?

Activity B: Thinking about your body language

Your teacher will divide the class into four groups. There will be one group for each type of body language: eye contact, facial expression, body position and appearance, and gesture; touch is not included.

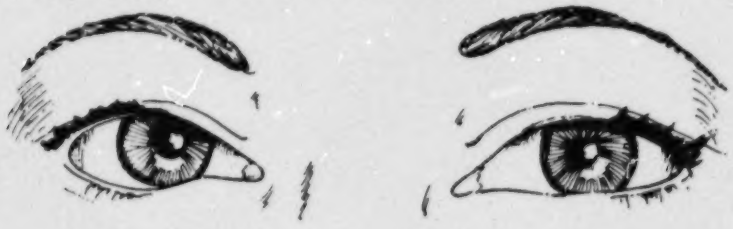
First, read the following information aloud in your group.

> Body language is learned, just as spoken language is learned. What body language have men and women learned? Is it the same or different?
>
> Historically, our society has expected that men and women would serve different roles. In the past, women were supposed to be more passive and polite, and men were supposed to be more forceful. Women were supposed to be followers, and men were supposed to be leaders.
>
> Now, some things are changing. Many men and women want to expand their roles. Some men want to be passive sometimes, and some women want to be leaders sometimes. But it takes a long time for changes to take place in society.
>
> If you watch men and women speaking to each other, you can see that many kinds of body language are used by both men and women. For example, everyone smiles, but who do you think smile more often: women or men? Why?
>
> Let's explore some of the differences in male and female body language.

Now find your group's topic on the next four pages. In your group, discuss each question under your topic. Have your group recorder write the things everyone says.

Choose someone from your group to tell the class your observations. Remember, there are no right or wrong answers.

EYE CONTACT



B-1 Who tilt (bend slightly) their heads to one side more often: men speaking to women, or women speaking to men? What are some feelings this body language may show?

B-2 In your opinion, which is true: boys stare more often at girls, or girls stare more often at boys? What does this body language show about those who use it? Why?

B-3 Think about some adults you know. Do women or men look at you more often when they are speaking (or is there no difference)? Why? (Think of your father and mother, as well as other adults.)

B-4 Do men or women more often use eye contact to get approval? (Getting approval means looking at others to see if they agree or disagree.) How can you explain this?

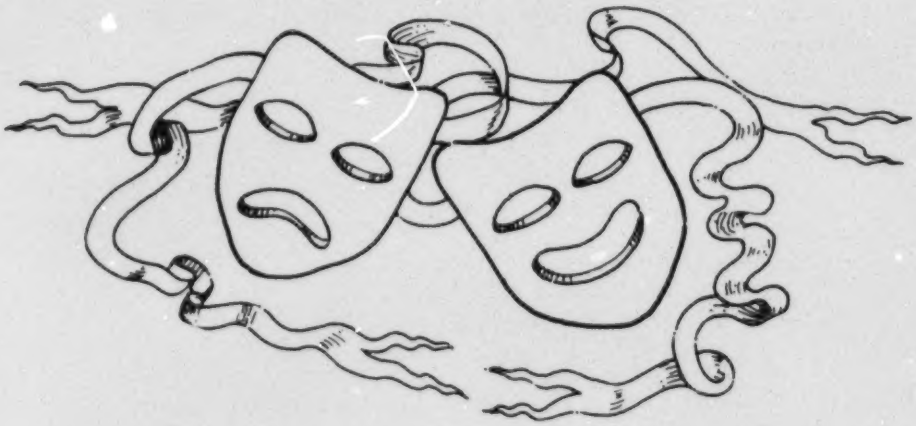
B-1 Probably women speaking to men; inferiority, desire to please, flirtatiousness

B-2 Probably boys at girls; dominance, aggressiveness

B-3 Variety of answers; often people in authorititative positions do not use as much eye contact, perhaps because they "give orders."

B-4 Women; probably because they are socialized to seek approval from men

FACIAL EXPRESSION



B-5 Women; they are socialized to be more emotional

B-6 Variety of answers; women are socialized to be more sensitive to people's feelings

B-7 Variety of answers; women are socialized to express more emotion

B-8 Girls

B-9 Variety of answers; women may feel uncomfortable expressing negative opinions and as a result may smile to soften statements

B-10 Probably girls, because of the way they are socialized

B-5 Do men or women show more emotion in their facial expressions? Why?

B-6 In your opinion, do women or men remember names and faces better? Why?

B-7 Do women or men smile more? Why? Do these smiles mean that the person is happy, or does the person smile out of habit?

B-8 Do boys or girls seek approval more often through smiles? (Seeking approval means trying to get others to agree or disagree.) Why?

B-9 Do women or men smile more while saying no to their children? Why?

B-10 Are girls or boys more likely to return your smile? Why?

BODY POSITION & APPEARANCE

B-11 Think of the men and women you know. Do the men or the women sit in more relaxed ways? Why?

B-12 Are girls or boys taught to be more careful in the way they sit? Why?

B-13 In your opinion, do boys or girls spend more time on their physical appearance? Why?

B-14 Does our society expect women or men to look better?

B-15 a. Are men valued more by society for what they do or how they look?

b. Are women valued more by society for what they do or how they look?

c. Do you think this situation is fair? Why or why not?

d. Does our society limit people? If so, how?

B-11 Probably men; many women have been taught to sit in an upright, knees-together, "ladylike" position

B-12 Girls (see B-11)

B-13 Girls; they are often valued for good looks

B-14 Women

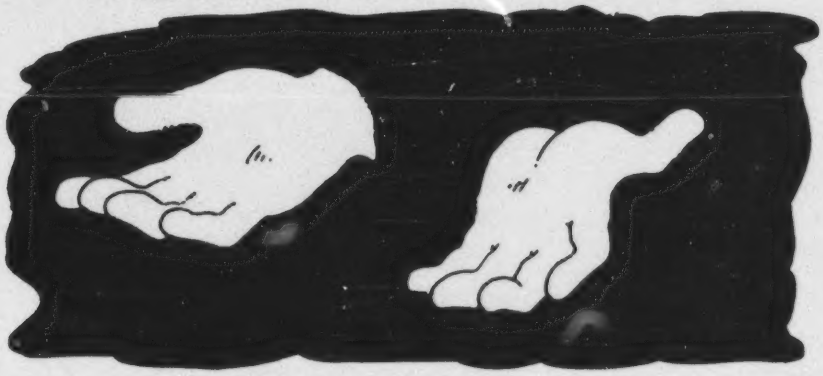
B-15 a. What they do

b. How they look

c. No; men and women should each have the same opportunities for working and thinking

d. Yes; girls concentrate on more superficial aspects and may end up trapped in undesirable financial situations because of lack of self-dependence or preparation for the future

GESTURE



Look at the gestures described below. Decide whether more males or more females use each gesture. Then try to decide what that gesture shows about:

- boys' feelings about themselves
- girls' feelings about themselves

B-16 Female

B-17 Male

B-18 Male

B-19 Female

B-20 Female

B-21 Either male or female

B-22 Male

B-23 Male

B-16 Leaves both hands down on the arms of chairs

B-17 Strokes chin

B-18 Sits with the ankle of one leg crossing the knee of the other

B-19 Plays with hair

B-20 Keeps hands in lap

B-21 Crosses legs at the knee

B-22 Stretches hands and cracks knuckles

B-23 Uses hands to make gestures

Activity C: Role-play

For this activity, some students are going to role-play while other students watch them. For each of the situations described on the next page, your teacher will ask one boy and one girl to role-play the situation.

For those who are role-playing: Choose one of the situations to act out. Remember to act exactly as you normally would. Don't be self-conscious; do what comes naturally. Otherwise, the activity won't work. You may stand or sit as you act out the situation.

For those who are watching: Choose only one type of body language to watch as the students role-play. Types of body language could include eye contact, facial expression, body position, gesture, and touch, as well as clothing and grooming.

Situation 1

Have a conversation (argument) about who should ask people for dates—girls or boys.

Situation 2

Have a conversation about sports. Discuss the sports that you like. Try to convince each other that certain sports are better than others.

Situation 3

Have a discussion about your friends. Discuss why people have friends, who your friends are, and why you like them.

Situation 4

Have a discussion about what you do on weekends. Ask each other what you like to do and why.

Activity D (discussion): What did you observe?

Discuss the kinds of body language shown by the girls and the boys who had the conversation in Activity C. Were there any differences in girls' and boys' body language?

D-1 Who smiled more?

D-2 Who looked more often at the other person?

D-3 Who showed more facial expressions?

D-4 How close did they sit or stand to each other?

D-5 Who appeared more relaxed? How did you know that person was relaxed?

B-6 If they were sitting, how did they sit? (How did they cross their legs? Did they keep their hands in their lap? And so on?)

D-7 Who used more gestures?

D-8 How were the boy and girl dressed?

D-9 Did anyone touch the other?

Activity E: Class wrap-up

E-1 So they can modify it according to the situation

E-2 Females' self-concepts result partly from others' expectations. In our culture, women have been expected to be submissive, passive, and polite. Males are supposed to be dominant, straightforward, and blunt. Male status has been considered more powerful than, or superior to, that of females.

E-3 People should change their body language to fit the situation. If females (or males) want to assume leadership positions, they must assume a leadership role in body language. If males (or females) want to be closer to their families, they must display body language that conveys closeness.

E-1 Why should people be aware of body language? How should people decide what body language to use?

E-2 What does body language show about females' self-concept? Males' self-concept?

E-3 When should people work to change their body language? Why?

Activity F: Flight check

Did you understand this lesson? To find out, answer the following questions without looking back at the lesson. Then, your teacher will help you check your answers.

F-1 Sample answers: smiling, head-tilting, eye contact for approval

F-2 Sample answers: lots of gestures, relaxed body positions, unemotional face

F-3 How people feel, cultural expectations

F-1 What are three examples of body language used mainly by women?

F-2 What are three examples of body language used mainly by men?

F-3 What does body language show?

Making Language Decisions Part IV

TEACHER OVERVIEW FOR LESSON 16

Duration: One class period

Purpose: To help students clarify their values about language describing female and male roles

Student Objective:

- To think about personal values relating to female and male roles

Teaching Suggestions:

All levels: All activities

(This lesson is important, since it provides an opportunity for students to make personal and/or group decisions using the information learned in the unit.)

Vocabulary: Value, value judgment, traditional, nontraditional

Evaluation Activity: None

Background:

The following is the main point of the lesson. Make sure to emphasize it as often as appropriate.

- People's language preferences are affected by the values they hold about tradition versus change to achieve equality.

Lesson 16: Language and Values

Activity A (discussion): What have you learned?

A-1 What three main ideas about language have you learned so far in this unit?

A-2 Look at the following cartoons. Which language principle (language idea) does each cartoon show?

A-1 Language reflects culture; language effects change in people; language changes as culture changes.

A-2 Cartoon 1: Language reflects cultural values. Many people believe that the man should be more dominant and more significant than the woman in a marriage relationship. Therefore, the use of "his wife" suggests ownership by the farmer. It does not acknowledge that the woman may also be a farmer.

Cartoon 2: Language effects change in people. The belief that science is a male field and that it is inappropriate (or impossible) for females to excel in science can influence females' attitudes about their performance in science.

Cartoon 3: Language changes as culture changes. Authors and publishers frequently use the words humankind and people when they wish to use terminology that does not exclude women.

Cartoon 4: Language reflects culture and language can affect people. The expression "emotional woman" is based on a stereotype that women are more emotional than necessary or are emotionally unstable. Although this stereotype is not supported by research, many people believe it. This belief often influences behavior in women, who think it's appropriate to express their feelings, and in men, who try not to act "emotional" regardless of their feelings.

A-3 Why are there male and female differences in communication? How can these differences be changed?

A-4 Why is it important to know how language affects us?

A-5 How can a person decide what words and gestures to use?

A-3 Because our society has long considered women and men to be very different, our culture and language today reflect this belief. As our society realizes that few real differences exist or are significant, language and the use of language by females and males may change.

A-4 If students know how language may shape their knowledge, attitudes, and behavior, they will be able to question language use and make choices according to their knowledge and values.

A-5 A person should make choices after considering the facts of the situation and her or his own values.

Activity B: What are your values?

What are values? Values are people's feelings about what is good or important. For example, many people value loyalty.

A value judgment is a statement about what is good or important in a specific situation. Here is an example of a value judgment: People should be loyal to their country.

Where do your values come from? First, values may come from other people. For example, chances are that you value many of the things your parents value.

Second, values may be based on personal experience and new information. As you gain information, your values may change.

Because cultures (countries) are made up of people, cultures have values, too. Generally, our culture values these things:

- feeling good (being healthy and happy)
- having friendship and love
- having information
- having skill or ability
- being trustworthy and responsible
- having wealth or material goods
- having power over others
- having respect or recognition

Of course, our society has not always given everyone a chance to have these important things. Also, remember that our large society has different groups of people who may have different values. For example, different people have different ideas about the roles of males and females.

To find out your own values about males and females, look at the following survey. Each item includes two value judgments about the ways females and males should act.

For each item, choose the value judgment that you prefer. Remember, there are no right or wrong answers. After you finish, rate yourself according to the instructions on the next page.

B-1 a. Women should speak with as much confidence as men.

b. Women should not speak with as much confidence as men.

B-2 a. Women should not express strong opinions, especially in front of men.

b. Women should decide whether to express strong opinions according to the situation.

B-3 a. A boy should feel free to cry if he wants to cry.

b. A boy should be strong and never cry.

B-4 a. How you communicate should depend on the situation and your values.

b. How you communicate should depend on whether you are female or male.

B-5 a. Both men and women should sometimes be direct and sometimes be polite.

b. Men should be direct and women should be polite.

B-6 a. All jobs should be open to men and women alike.

b. Certain jobs should be held only by men.

B-7 a. Boys should always act differently from the way girls act.

b. Boys should not always act differently from the way girls act.

Comments on value judgments:

B-1 b. Females may be deprived of power, respect, or acquired skill.

B-2 a. Females may be deprived of personal happiness or power.

B-3 b. Males may be deprived of friendship or personal happiness in expressing feelings.

B-4 b. Either males or females may be deprived of any of the values mentioned in these comments.

B-5 b. Females may be deprived of power and respect.

B-6 b. Females may be deprived of wealth, skill, respect, or power associated with certain jobs.

B-7 a. Either boys or girls may be deprived of any of the values mentioned in these comments.

B-8 a. Females may be deprived of information and skill.

B-9 b. Wives may be deprived of power, wealth, or happiness.

B-10 a. Girls may be deprived of happiness or friendship.

B-8 a. It is more important for women to look beautiful than to develop ideas.

b. It is more important for women to develop ideas than to look beautiful.

B-9 a. Wives and husbands should work together to make decisions.

b. Husbands should make the most important decisions.

B-10 a. Girls should not ask boys for dates.

b. Girls should sometimes ask boys for dates.

B-11 Now score yourself. Go back to your answers and write a T (traditional) or N (nontraditional) by the answers. Use the code below.

B-1	a. N b. T	B-6	a. N b. T
B-2	a. T b. N	B-7	a. T b. N
B-3	a. N b. T	B-8	a. T b. N
B-4	a. N b. T	B-9	a. N b. T
B-5	a. N b. T	B-10	a. T b. N

B-12 Add your Ts and Ns and write your totals.

If most of your answers were Ts, your values about males and females tend to be traditional. That is, you probably think that males and females should act differently—that males should do certain things and females should do certain things.

If most of your answers were Ns, your values about males and females tend to be nontraditional. That is, you probably think that males and females should have the same opportunities to do the same things.

C-1 As a class, discuss your answers to the survey. How many students had mostly traditional answers? Nontraditional?

C-2 Where do your values and value judgments come from?

C-3 Look back at the list of values on page 112. For each item in the survey, decide if that value judgment keeps anyone from experiencing any of the values listed on page 112.

C-4 For each item in the survey, think of language that you could use to show that value judgment.

C-5 Are your values fair? Do you want to change any of your values? If so, which ones?

C-1 Notice what, if any, are the differences between girls' and boys' answers. If they do differ, discuss reasons for those differences.

C-2 Values come from a variety of sources including culture, family, friends, and personal experiences.

C-3 In general, for each of the items the nontraditional value allows both males and females the same chance to experience the values listed. However, it is possible that many people are more comfortable with the traditional values.

C-4 Sample answers:

B-1 a. Little use of qualifiers, disclaimers, and fillers

b. Opposite

B-2 a. Passive body language or use of qualifiers, disclaimers, fillers

b. Opposite

B-3 a. "It's all right for me to cry because I feel very upset about . . ."

b. "I wasn't upset about . . ."

B-4 a. Variety of answers

b. Variety of answers

B-5 a. "I feel that is unfair."

b. "Oh, that's okay."

B-6 a. The help wanted column said: "Needed: telephone repair people. An equal opportunity employer."

b. The help wanted column said: "Repairman needed."

B-7 a. Body language of girl is less expansive and more tense.

b. Body language of girl is free from tension.

B-8 a. Chick

b. Girl, woman

B-9 a. Mr. and Mrs. Watts

b. Mr. Watts and his wife

B-10a. Example in textbook: "John asked Mary out for a date."

b. Example in textbook: "Mary asked John out for a date."

Duration: One or two class periods

Purpose: To give students an opportunity to make choices about the language they use

Student Objective:

- To apply a personal decision-making model in selecting language behavior

Teaching Suggestions:

Level 1: Activity A, orally; Activity B

Level 2: Activity A, orally; Activities B and C or D

Level 3: All activities

(This lesson is important, since it provides an opportunity for students to make personal and/or group decisions using the information learned in the unit.)

Vocabulary: Alternatives

Evaluation Activity: None

Background:

The following is the main point of the lesson. Make sure to emphasize it as often as appropriate.

- People can make decisions about language behavior by considering the alternatives, the disadvantages and advantages of each, and their values, and then choosing fairly.

Lesson 17: Choosing Your Language

Activity A: Language in different situations

Read the situation on the following page. Shown are three possible alternatives--other choices--for responding verbally to the situation. Read the advantage and disadvantage of each response. (Of course there are many other possible responses.)

Situation

Jerry was late to class for the fifth time in two weeks. His teacher, Mr. Graham, was upset and said:

Alternative 1: "Why are you late all the time? Is it something you'd like to talk about?"

Advantage: The teacher will hear Jerry's side of it.

Disadvantage: If the teacher is too sympathetic, Jerry might think he can get away with being late again.

Value: The teacher clearly values people's feelings more than rules.

Alternative 2: "I'm sorry, but you'll have to go to the office."

Advantage: This way, Mr. Graham can show everyone that lateness will not be tolerated. And Mr. Graham has not personally attacked Jerry.

Disadvantage: Jerry may have a good excuse but is given no chance to explain.

Value: The teacher seems to value people's feelings but believes rules are more important. (Tone of voice could make a difference here.)

Alternative 3: "You're impossible! I'm sick of your lateness. Don't bother to come back to class."

Advantage: Mr. Graham shows that he will not tolerate lateness.

Disadvantage: Mr. Graham attacks Jerry personally, which probably doesn't help Jerry's attitude at all.

Value: The teacher doesn't value people's feelings at all, but instead values conformity to rules.

Which alternative would you choose if you were Mr. Graham? Why?

Choose three of the following situations. For the situations you choose, write an advantage, a disadvantage, and a value for each of the alternatives. Then choose what you think is the better alternative and say why you think it is better. Remember, there is no one right answer.

Situation 1

You are a girl and you did poorly on a science test. You are upset and go home to tell your parents. Your mother says:

Alternative A-1: "Well, that's okay. Girls don't usually do well in science anyway."

Alternative A-2: "Try to do better next time. It is important that you do well in science."

Situation 2

You see a poster on the wall advertising a dance. It says:

Alternative A-3: "Here's a way to get a free meal for you and your chick!"

Alternative A-4: "Here's a way to get a free meal for you and your date!"

A-1 Advantage: Mother tries to reassure you that she doesn't think any less of you.

Disadvantage: Mother implies that it's okay for girls to do poorly in science. You may be encouraged to do poorly next time.

Value: Mother values making you feel better but does not value achievement in science for girls.

A-2 Advantage: Mother encourages you to do better in science, an important subject for career success.

Disadvantage: You may still feel discouraged because of your low grade.

Value: Mother values your potential for achievement over making you feel good for the moment.

A-3 Advantage: The poster message is an inviting one.

Disadvantage: The poster implies that the reader is a boy and that girls are "chicks." This label ignores girls as potential readers, assumes that males are the initiators of the dates, and may relegate girls to less-than-human category.

Value: The poster values the importance of the status of boys over that of girls.

A-4 Advantage The poster message implies that either boys or girls may initiate the date.

Disadvantage: None

Value: The poster shows that females and males are equally important.

A-5 Advantage: Joe does not have to commit himself to make a judgment.

Disadvantage: His excuse is a stereotype about men that is unlikely to be true.

Value: Joe may think it is important for males to show ignorance about aesthetic quality.

A-6 Advantage: Joe is straightforward in answering the question and allows himself to be responsive to aesthetics.

Disadvantage: None

Value: Joe values honesty and may value personal definition instead of stereotypic definition by others.

A-7 Advantage: None

Disadvantage: Sharon feels bad; the statement is probably inaccurate since it is based on a stereotype that girls can't tell jokes.

Value: Speaker values importance of males' self-concept over females' self-concept.

A-8 Advantage: Speaker cares about Sharon's feelings; tries to put her "failure" in perspective.

Disadvantage: None

Value: Speaker values Sharon's feelings and may value people's efforts to be successful, rather than only their success.

A-9 Advantage: Others may feel less uncomfortable because Ellen is indirect, "as women should be."

Disadvantage: Ellen is not straightforward or honest. Others may feel that Ellen is not sure of herself and may not take her as seriously as the males in the meeting.

Value: Ellen values the traditional role of women as less powerful and less direct. Actually, she probably hasn't realized the effect of her words.

A-10 Advantage: Ellen is straightforward and is not afraid to speak up for herself--since she states she has made estimates. Others will probably feel greater respect for her.

Disadvantage: None

Value: Ellen values being direct and honest in her communication.

Situation 3

Joe Lott has just been asked his opinion about a dress his wife bought. He says:

Alternative A-5: "Aw, come on, men don't know anything about such things."

Alternative A-6: "Well, I like the color."

Situation 4

Sharon has just told a joke that no one thinks is funny. She is embarrassed. Someone says:

Alternative A-7: "Girls just can't tell jokes!"

Alternative A-8: "Aw, don't be embarrassed. You can't win 'em all!"

Situation 5

Ellen is attending a staff meeting. During the meeting, staff members are asked to express their opinion about whether to open another factory overseas. Don says, "It is a good idea because we will be located closer to our customers." Ellen says:

Alternative A-9: "I may be wrong, but it seems to me that we don't have enough capital [money]."

Alternative A-10: "According to my estimates, we don't have enough capital."

Now discuss your answers with the rest of the class.

Activity B
Making a language decision

For this activity, work with a partner or by yourself.

Think of a problem or situation that is important to you. Write a description of the situation and two possible alternatives, based on what you have learned from the previous activity. Then, follow the decision-making model below. Copy it on your own paper and fill it in. (Fill in Step 1 with your two responses.)

Problem: _____

Step 1: Outlining Your Alternatives for Action

Alternative 1: Alternative 2:

Step 2: Thinking about the Consequences of Each Alternative

Alternative 1
Advantage:

Disadvantage:

Alternative 2
Advantage:

Disadvantage:

Step 3: Thinking about the Values in Conflict

Step 4: Decision (Choosing one Alternative)

When you are finished, your teacher will have volunteers read their problems and their alternatives. As a class, try to guess which alternative the volunteer chose and why.

Activity C: Taping your words

Tape-record two of your telephone conversations—one with a girl and one with a boy. Or, listen to a tape of someone else's conversations. Compare what was said to the girl with what was said to the boy. Were the conversations the same? What differences did you hear? What do these differences show about the speaker's self-concept and about the speaker's attitude toward the girl or boy?

Activity D: Writing a conversation

Make up a conversation between two people and write it down. Read your conversation in class. Decide what values or attitudes are shown in the conversation.

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TEACHER OVERVIEW FOR LESSON 18

Duration: One class period

Purpose: To develop students' self-confidence in viewing their role options

Student Objectives:

- To identify at least five positive personal characteristics
- To rate personal strengths and weaknesses
- To identify one personal characteristic that could be changed

Teaching Suggestions:

All levels: All activities

(This lesson is important, since it provides an opportunity for students to make personal and/or group decisions using the information learned in the unit.)

Vocabulary: No new words

Evaluation Activity: None

Background:

The following are the main points of the lesson. Make sure to emphasize them as often as appropriate.

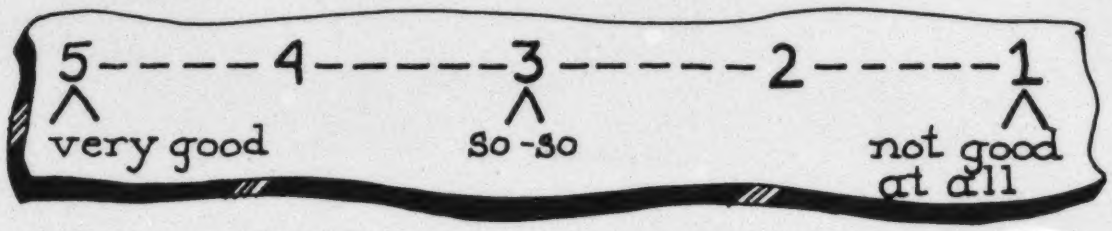
- People who are self-confident can express positive opinions about themselves and about their expectations for the future.
- Research studies show that females are less self-confident than males and more frequently underrate their abilities (Maccoby and Jacklin 1974).

Lesson 18: Learning to Speak Up about Yourself

Activity A: Rating yourself

Think about yourself for a moment. How do you feel about yourself? What are your abilities? How well do you communicate with other people?

A-1 For each characteristic below, rate yourself from 1 to 5 as shown on the scale.



How good are you at:

a. Helping other people?

b. Influencing other people?

c. Getting what you want?

d. Being successful?

e. Getting recognition for your abilities?

f. Learning what you need to know?

A-2 Which characteristic did you rate the highest? The lowest?

A-3 Count the total number of points you gave yourself for all characteristics.

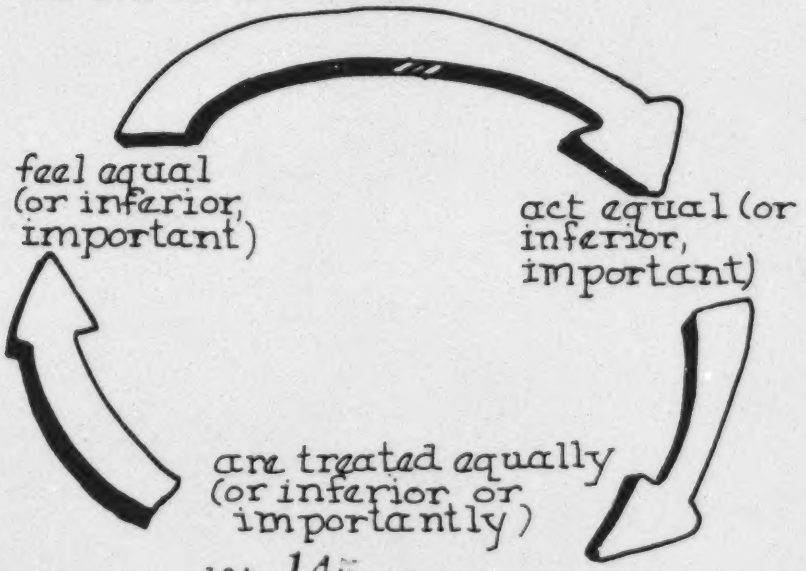
A-4 Now think about what you expect to be like 10 years from now. Be as honest as you can. Rate yourself again for items a through f.

A-5 What is the total number of points you gave yourself in A-4?

Activity B: Self-confidence and your future

In this unit, you have discovered that your actions and language show others how you feel. Many times people react to you not only because of what you say, but also because of how you say it. People may treat you positively or negatively based on your actions.

For example, if you feel you are inferior, you will probably act as if you were inferior, and people will then treat you that way. If you feel you are important, you will probably act that way, and as a result, people will probably treat you as an important person. This process is shown below. As you can see, it is a circle!



Often, people forget to like themselves—to feel good about themselves. They want others to like them, but they don't like themselves.

It is important to learn to like yourself. Your feelings about yourself affect what you do and what you become in the future.

B-1 Write down as many words as you can think of that describe some part of your personality. Use nouns, verbs, and adjectives. Take at least five minutes.

You won't have to show these to anyone, so be honest. Write everything that comes into your mind.

B-2 Review your list. Code the words like this:

P (pluses)	Qualities you're proud of
M (minuses)	Qualities you're not proud of

B-3 Write your name in big letters at the top of a clean sheet of paper. Choose five good things from your list and write them down. Then, take turns reading them to the rest of the class.

B-4 In front of the class or a small group, talk for two or three minutes about yourself. You do not have to say anything bad about yourself. Try not to pause. Just keep talking, saying whatever comes into your mind.

Activity C (discussion): Comparing self-ratings

Activity C: Help students with this activity. It is important that students try to put their new knowledge to personal use.

Now think of one thing about yourself that you would like to change. Look at the circle on page 133.

Write a paragraph about what you can do to change how you act, feel, or are treated by others.

Activity D: Thinking about change

D-1 Who seemed to have more trouble talking about themselves: boys or girls?

D-2 Compare the self-ratings completed in Activity A.

a. Who rated themselves higher in A-3: boys or girls? Why might there be differences?

b. Which characteristic did students rate the highest? The lowest?

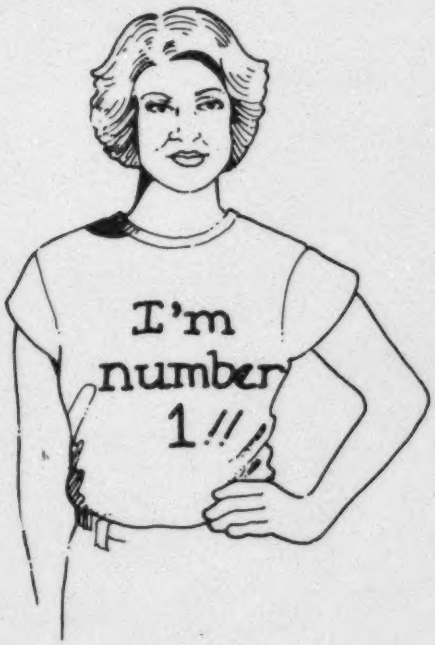
c. Who rated themselves higher in A-4: boys or girls? Why might there be differences?

D-1 Probably girls

D-2 a. Probably boys, who may be encouraged to brag more frequently (whereas girls are taught to be modest). Boys may sometimes be overconfident.

b. Variety of answers

c. Probably girls; socialization causes girls to underrate their abilities in order to be modest and/or polite. Even though girls can do well, they may become discouraged more easily and set lower goals.



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TEACHER OVERVIEW FOR LESSON 19

Duration: One or two class periods

Purpose: To provide students with an opportunity to make decisions about language in newspapers and magazines

Student Objective:

- To analyze the fairness of language used in the media and to use participation skills in finding a solution to problems of unfairness

Teaching Suggestions:

Level 1: Activities A and B; Activities C and D, optional

Levels 2 and 3: All activities

(This lesson is important, since it provides an opportunity for students to make personal and/or group decisions using the information learned in the unit.)

Vocabulary: No new words

Evaluation Activity: None

Special Preparations: For Activity B, you will need to provide each student with a magazine or newspaper.

Background:

The following are the main points of the lesson. Make sure to emphasize them as often as appropriate.

- Language in the media reflects culture, which often reflects sexism and/or perpetrates stereotypes about people, particularly females and males.
- Language in the media changes as culture changes.
- Conscious use of language in the media can hasten cultural changes.

Lesson 19: Decisions about the Media

Activity A (discussion): What's in newspapers and magazines?

A-1 As a class, look through yesterday's newspaper or a recent magazine.

a. What are the parts of a newspaper or a magazine?

b. Which parts do you like to read best?

c. What are the articles on the front page of the newspaper about? What topics do the articles in the magazine present?

d. Who decides what articles are included?

A-2 Most changes take place because of decisions people make. Look at the newspaper.

a. What changes are taking place in our society?

b. Who made the decision that caused the change?

A-3 a. Does language always change as fast as people? Give some examples.

b. Do you see any evidence of changing language in the newspaper or magazine?

A-4 a. What are stereotypes? Give some examples.

b. Do you see any evidence of stereotypes in the newspaper or magazine?

A-1 a. Newspaper: people section, classified ads, local news, sports, advertisements, editorials, and so on; society pages (the people section) are especially revealing about male-female issues

Magazines: advertisements, articles, letters to the editor, columns, and so on

b. Variety of answers

c. Variety of answers

d. Editors decide the content and location of content.

A-2 Variety of answers

A-3 a. No; result in stereotypes

b. Variety of answers

A-4 a. Stereotypes are inaccurate generalizations about a group of people. Examples: men are strong, women are weak.

b. Variety of answers

Activity B: Examining the media

Form a group with three or four other students. Choose a local newspaper, your school newspaper, or a magazine. Then do the following:

B-1 Look for articles that show changes in male and female roles in society.

B-2 Read at least two articles. Does the newspaper or magazine use the male generic words (for example: mankind, a worker, he), or does it avoid using the generic rule?

B-3 Check to see how the articles describe males and females. Are the descriptions based on male or female stereotypes?

B-4 Newspaper only: Look at the society page (where engagement and wedding portraits and descriptions are located).

a. Whose pictures are shown: men's or women's? Why? Do some pictures show both the bride and the groom? If so, what change in society does this show?

b. Read the article beside a picture. Whose appearance is described in more detail? Whose occupation is described: the woman's, the man's, or that of both? How many women are not identified by an occupation? How many men?

B-2 and B-3 Help students find examples of the generic rule.

B-4 Pictures that include the bride and groom probably show that each has equal importance and that both want to show happiness and responsibility in the marriage plans. Usually, wedding pictures in the paper show only the bride, possibly indicating several things: that marriage is more significant or important to the bride than to the groom; that the wedding is her responsibility; or that brides are more beautiful than grooms. Many modern couples plan the marriage together and take equal responsibility, a move away from the traditional approach. In the written description of the wedding, the men and women increasingly have equal space. Students will probably find that more males have their occupation indicated.

B-5 Magazines only: Look at the advertisements.

a. What are males doing in some of the ads? What are females doing?

b. Who is "talking" in the ads? What language is being used? Can you find female or male stereotypes? Where?

c. What can you tell about male and female roles from the ads? Do you find any evidence of changes in female or male roles?

B-5 a. Variety of answers

b. Help students find examples of stereotypes.

c. Students may be able to tell that female roles have traditionally involved home, family, and certain work roles, such as secretaries, nurses, or teachers. Some ads will probably show evidence of male-female role expansion by depicting non traditional roles for males and females.

Activity C: Reporting on language

In your group or by yourself, write a one- or two-page report about your group's findings in Activity B.

The report should have three parts:

- Introduction (information about which newspaper or magazine you examined, and about which parts you looked at closely)

- Your findings (the facts you learned in answering the questions in Activity B)

- Your opinions (your feelings about the newspaper's or magazine's language, and about the way the newspaper or magazine describes females and males)

Activity D:
Taking action

You may do this activity in a small group or by yourself.

Often, people are unhappy with a newspaper or magazine for some reason. They write a letter to the editor of the paper or magazine. Here is a sample letter:

May 5, 1982

Dear Editor:

I was unhappy with Anna Jorgen's article on women's and men's roles today. She said that most women are happy to let their husbands make most major family decisions.

Well, this isn't true. I enjoy working with my husband in making important decisions. We feel that we make better decisions this way, and that we are both happier in the long run. And I think a lot of my friends would agree with me.

Robyn Grietzer
New York City

There are other ways to take action when you think a newspaper or magazine is reporting something unfairly. You can choose not to buy the newspaper or the product that is advertised. You can also try to change the newspaper through political action. For example, you can gather people together to petition against whatever is unfair.

Think about the newspaper or magazine you read in Activity B.

D-1 Did you find something about the magazine or newspaper that you consider unfair? If so, write a letter to the editor to express your opinion. Try to be specific.

D-2 After you write your letter, exchange it with someone else's. Check the letter for correct grammar and punctuation, and for complete sentences. Make corrections and return the letter.

D-3 Send your corrected letter to the newspaper or magazine.

Activity E: Writing an ad

E-1 Choose one of the ads you discussed in this lesson, or choose a new one. Write the ad so that it shows males and/or females in a nonstereotyped way.

E-2 Work in small groups to advertise a product you want to make or sell. Or, advertise a school activity.

a. Talk about the product or activity.

b. Write down specific facts you need to tell others about the product or activity.

c. Create your own advertisement. It can be for a magazine, for the radio, or for television. If it is for a magazine, include an illustration to go with it.

Activity F: Class wrap-up

F-1 What do the media say about the roles of females and males? Give examples of the language used.

F-2 How is culture changing? How do the media reflect those changes in the roles of females and males?

F-3 Did you see evidence of stereotypes in the media?

F-4 Can the media affect what people believe about themselves? How?

F-5 How can you change what the media say about females and males?

F-1 and F-2 Media show both traditional and nontraditional roles of males and females, thus showing that our culture is in the process of change. Media also show stereotypes about males and females, showing that language does not necessarily reflect reality but rather people's biased attitudes.

F-4 Yes; attitudes shown in the media that are based on stereotypes can limit people's concepts of themselves and others.

F-5 Boycott magazines; complain individually or as a group about offensive language; write letters to editors, seek through political action to establish rules about whether to use the generic and how to depict females and males fairly.

Political participation skills discussed in the unit Decisions and You include observing, supporting, proposing, mobilizing, organizing, cost-benefit analysis, bargaining, rule making, and voting.

TEACHER OVERVIEW FOR LESSON 20

Duration: One or two class periods

Purpose: To provide students with an opportunity to make decisions about language in textbooks

Student Objective:

- To analyze the fairness of language in textbooks and to suggest possible actions for causing change

Teaching Suggestions:

All levels: All activities

(This lesson is important, since it provides an opportunity for students to make personal and/or group decisions using the information learned in the unit.)

Vocabulary: No new words

Evaluation Activity: None

Special Preparations: You will need to provide students with texts from other subjects, including social studies, science, math, health, shop, and home economics.

Background:

The following are the main points of the lesson. Make sure to emphasize them as often as appropriate.

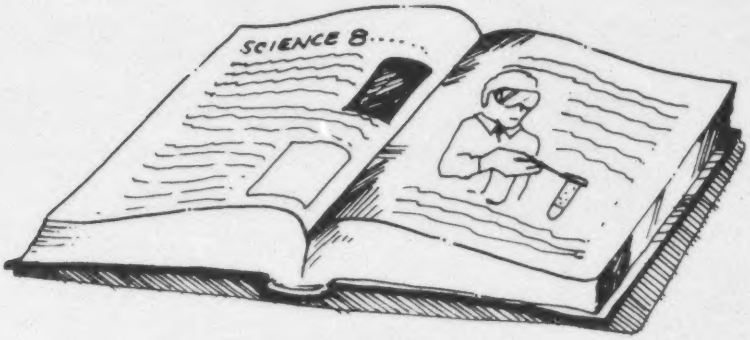
- Language in textbooks reflects culture and often changes as culture changes.
- By using the participation skills of observing, supporting, proposing, mobilizing, organizing, doing a cost-benefit analysis, bargaining, rule making, and voting, people can influence a decision to make the language in textbooks more fair.

Lesson 20: Decisions about Textbooks

Activity A: What about textbook language?

A-1 Many schools are buying new textbooks. What are some reasons for this?

A-2 Can your textbooks cause you to like or dislike a subject? How?



A-1 New textbooks are bought because old ones go out of date or wear out. Teachers want to use books that present their subjects as interestingly, accurately, and fairly as possible.

A-2 If books are boring or too difficult, students may not like a subject. If they are lively and readable, they interest students in the subject.

A-3 Sometimes students do not like a subject when they think that the textbook ignores them. For example, when history books are filled predominantly with men, girls may not like history. If boys see home economics books with mostly pictures of girls, they may think home economics is not for them.

A-4 Traditional values in society suggest that science and math are male fields and that girls who like math and science may not be feminine. Textbooks, parents, and teachers are important influences. Many boys may not like reading because it is a passive activity, and traditional values in society say that boys should be active.

A-5 Textbooks can show both traditional and nontraditional values through their content, language, and illustrations. Students can be influenced by the portrayals of females and males in each subject area.

A-3 Can a textbook cause girls as a group or boys as a group to dislike a subject? How? Give examples.

A-4 Studies show that more girls than boys dislike math or science. Studies also show that more boys than girls dislike language arts. Can you think of reasons for these differences?

A-5 Do textbooks show attitudes about males and females? Do textbooks affect your attitude about yourself and others?

Here's how some students answered this question. (Your teacher will have a volunteer read the story aloud.)

The students at Rudgers Middle School wanted to find out what attitudes were shown in their texts. They looked at math, history, science, and English texts. They counted pictures and found that there were twice as many males as females.

In their science and math texts, they counted five times as many examples of men as women. Their history book was full of words like mankind, man, and the generic form he.

They also found plenty of evidence of stereotyping. For example, girls were standing around watching boys doing the work or creating the ideas. And in most math- and science-related jobs, men were shown instead of women.

When they finished, one female student said, "No wonder I don't like math! I don't have any examples of other girls to identify with."

A-6 How could you go about getting your textbooks changed?

A-6 Sample answers: buy new books, write to publishers about problems, tell teachers about problems so they can write supplemental material or omit sections.

You may decide that you need to look at textbooks more closely before deciding what, if any, changes are necessary. If so, do the following activity.

Note: Participation skills that may be needed are demonstrated in the unit Decisions and You. They are observing, supporting, proposing, mobilizing, organizing, doing a cost-benefit analysis, bargaining, rule making, and voting.

Activity B: Observing your textbooks

Form a group with three or four other students. Select a textbook to use. (Your teacher will give each group member a copy.)

B-1 Decide what to observe (illustrations, generic nouns and pronouns, number of female and male characters, and so on).

B-2 You, and each person in your group, should now look closely at five pages to count examples of the things you chose to observe. (Each person should select different pages to examine.) As you look through your pages, fill in a form like the one below.

Textbook:

Page numbers: _____ to _____

	Number of Males	Number of Females
1. Pictures		

B-3 Add everyone's totals. Your results should look like this:

Total Pages _____	Male	Female
Total Pictures		

B-4 As a group, discuss the following questions. Have a group recorder write your responses.

a. Are there more pictures of males or of females? What attitudes do the pictures show about males? About females?

b. Who are mentioned more often: females or males? What attitude do the textbook's language and characters show about males? About females?

c. Do you think your text shows fairness? Why or why not?

d. Do you think your text should be revised?

B-4 a. and b. Fewer pictures of females and fewer female characters may imply that they are not as important as males in this subject.

c. If males and females are treated differently in a textbook, either males or females are probably being influenced to limit their role options.

d. Textbook publishers have recently made an effort to (1) eliminate the use of generic male language, (2) make the illustrations of females and males proportionate, (3) use the same number of male and female examples, and (4) eliminate stereotypic portrayals of females and males.

If the texts used in your school are several years old or more, revisions are probably needed to make them fair for both females and males.

Activity C (discussion): Can textbooks be changed?

C-1 Discuss the results of Activity B for each group.

C-2 Which texts were more likely to include more females? More males? How can this affect your attitude about the subject?

C-3 What actions could you take to get your textbooks changed?

C-3 Sample answers: meet with selection committees for new textbooks; write letters to publishers about problems; talk to principal, teachers, and/or students about problem; suggest ways teachers could use books to correct problem (for example, use of supplementary materials, lessons about use of generic male language)

Activity D:
Taking action

Return to the group you worked with in Activity B.

D-1 Make a list of actions you could take to get your textbooks changed.

D-2 Review the participation skills with class if necessary (see A-6).

D-2 Decide which action seems the best.

D-3 Work to carry out the action you chose.

Activity E:
Class wrap-up

E-1 What action did each group choose?

E-2 Which action was most successful?

Name _____

DECISIONS ABOUT LANGUAGE
UNIT PERFORMANCE TEST

SECTION I: MULTIPLE CHOICE

Directions: Write the letter or letters of the answer(s) you think are correct.

Lesson 1

____ 1. Which statement below best shows that language reflects reality?

a. Eskimos have more words for snow than other cultures have.
b. Fred felt bad because someone called him a sissy.
c. Old English is hard to read.

Lesson 2

____ 2. Which statement below best shows that people change language?

a. So many people used the word pantsuit that it was added to the dictionary.
b. Mary never started a conversation.
c. The minister said, "I now pronounce you man and wife."

Lesson 3

____ 3. Which statement below best shows that language changes people?

a. Eskimos have more words for snow than other cultures have.
b. John wanted to join the home economics club, but he didn't, because he thought people would call him a sissy.
c. In the early 1900s, some people described themselves as "progressive."

Lesson 4

____ 4. Which example or examples below use the generic rule?

a. Each student took out his book.
b. In that job it's every person for himself.
c. Everyone drinks his coffee black.

____ 5. Which example or examples below do not use the generic rule?

a. Dear Sir or Madam
b. business people
c. chairman

Lesson 5

____ 6. The pronoun generic rule:

a. uses he and she to refer to a subject that could be male or female.
b. often makes females seem invisible.
c. causes too much use of female examples in books.

____ 7. Use of the generic rule:

a. affects people's beliefs about themselves.
b. affects only girls' beliefs about themselves.
c. does not affect people's beliefs about themselves.

Lesson 6

____ 8. Which group of words below uses the active voice?

a. Jerry was hit by a ball.
b. Alice in Wonderland
c. Mrs. Carey put the book on the shelf.
d. The project is staffed by three people.

____ 9. In the passive voice:

a. the subject does the action.
b. the subject receives the action.
c. the verb does the action.

Lesson 7

____ 10. A connotation is:

a. the definition of a word.
b. an objective description.
c. the feeling suggested by a word.

____ 11. A denotation is:

a. a subjective description.
b. a simile.
c. a factual definition.

____ 12. Connotations can be:

a. positive or negative.
b. brief or long-winded.
c. present or past tense.

Lesson 8

____ 13. The connotation of <u>like a man</u> is best described as:

a. powerful.
b. weak.
c. the male gender.
d. passive.

____ 14. The connotation of <u>old maid</u> is best described as:

a. romantic.
b. unattractive.
c. busy.
d. unmarried.

____ 15. A <u>stereotype</u> is:

a. a fact about a group of people.
b. an overgeneralization about a group of people.
c. a belief about an individual.
d. a type of sound system.

____ 16. The connotation of <u>sissy</u> is:

a. negative.
b. positive.
c. active.
d. passive.

Lesson 9

____ 17. Calling a girl a tomboy:

a. influences her to try to increase her skills in sports.
b. may reduce her interest in participating in sports.
c. does not really affect her interest in sports.

____ 18. Which word below is a label?

a. hello!
b. singer
c. hey!
d. there

____ 19. Which occupational label below does not leave out females or males?

a. doctor
b. woman doctor
c. stewardess
d. waitress

Lesson 10

____ 20. If someone calls you baby, you are likely to think of yourself as:

a. powerful.
b. sweet and innocent.
c. wise.
d. unemotional.

____ 21. Which label below shows possession?

a. John's wife
b. John
c. minister
d. the baby

Lesson 11

____ 22. A qualifier is best described as a word that:

a. describes another word.
b. softens or weakens a sentence.
c. makes the sentence clear.
d. expresses strong opinion.

____ 23. Which word or phrase below is a qualifier?

a. It was true . . .
b. He said . . .
c. Maybe
d. Happy

____ 24. Which sentence below has the most disclaimers?

a. Well, I'm not an expert, but something tells me that the statement is false.
b. It's a mad, mad, mad, mad world.
c. The tall, majestic redwood tree was so huge that a car could be driven through the trunk.

____ 25. People who frequently use disclaimers probably appear to others as:

a. too direct.
b. not confident.
c. always taken seriously by others.
d. impolite.

Lesson 12

____ 26. Which request below is most direct?

a. I was wondering if you would feed the dog?
b. Will you feed the dog?
c. Won't you please feed the dog?

____ 27. If a person always uses indirect requests, others probably think of that person as:

a. dishonest.
b. powerful.
c. not very powerful.
d. very honest.

____ 28. Studies show that in general:

a. women use more direct requests than men.
b. men use more direct requests than women.
c. women and men use about the same number of direct requests.

Lesson 13

____ 29. Studies show that in general:

a. women tell more jokes than men.
b. men tell more jokes than women.
c. women and men tell about the same number of jokes.

____ 30. Studies show that:

a. women interrupt men more often than men interrupt women.
b. men interrupt women more often than women interrupt men.
c. men and women interrupt others about the same number of times.

Lessons 14 and 15

____ 31. Which action below is not an example of body language?

a. touching
b. shouting
c. staring
d. gesturing

____ 32. Studies show that body language is:

a. learned.
b. not learned (we are born knowing it).
c. not as important as oral language.
d. not important on television.

____ 33. In general, females and males:

a. are born with different communication abilities.
b. often communicate in different ways.
c. show about the same level of confidence in speaking to others.

____ 34. In general, people in authority:

a. use a lot of eye contact.
b. use less eye contact than those not in authority.
c. use eye contact mainly to seek approval.

____ 35. Which of these statements is true?

a. Women smile more often than men.
b. Men smile more often than women.
c. Women and men smile about the same number of times.

____ 36. Smiles are often used to:

a. seek approval.
b. show sadness.
c. express anger.
d. none of the above

____ 37. One example of a gesture is:

a. staring.
b. chin stroking.
c. frowning.
d. standing with good posture.

SECTION II: ATTITUDE INVENTORY

Directions: For the items that follow, decide how much you agree or disagree with each statement. Mark your answers according to the following code:

a. strongly agree
b. agree
c. no opinion
d. disagree
e. strongly disagree

____ 1. The generic rule is fair to both males and females.

____ 2. Women should speak more softly than men.

____ 3. Women are naturally better listeners than men.

____ 4. It is okay for commercials on television to show female and male stereotypes.

____ 5. The label doctor is fairer than the label woman doctor.

____ 6. How you communicate should depend on whether you are female or male, not on the situation.

____ 7. It is important for boys to act differently from the way girls act.

____ 8. Certain occupations should be held only by women.

____ 9. Girls should be as direct as boys in making requests, even if it means asking for a date.

____ 10. Boys are naturally more active than girls.

DECISIONS ABOUT LANGUAGE
ANSWER KEY

SECTION I

1. a	13. a	25. b
2. a	14. b	26. b
3. b	15. b	27. c
4. a, b, c	16. a	28. b
5. a, b	17. b	29. b
6. b	18. b	30. b
7. a	19. a	31. b
8. c	20. b	32. a
9. b	21. a	33. b
10. c	22. b	34. b
11. c	23. c	35. a
12. a	24. a	36. a
		37. b

SECTION II

These items should be evaluated on the degree of flexibility in viewing female and male roles. To obtain an attitude score, use the following computations:

For items 5 and 9:	For itmes 1, 2, 3, 4, 6, 7, 8 and 10:
a = 4	a = 0
b = 3	b = 1
c = 2	c = 2
d = 1	d = 3
e = 0	e = 4